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ABSTRACT

The status of modern Greek in Australian society and education are detailed in this report. Chapters include discussion of these issues: the history of modern Greek in Australia (Greek immigration and settlement, public and private domains of use, language maintenance and shift, and language quality); the functions of modern Greek in Australia (tourism and trade, international relations, interpreting and translating, and modern Greek as a sequel to the tradition of Hellenic antiquity); state and territorial policies on modern Greek at all educational levels and in all school types (preschool, elementary, secondary, postsecondary, government, distance, private, Catholic and Greek Orthodox, and ethnic); instructional issues (curriculum, instructional materials, teaching methods, classroom language use, testing, elementary and secondary student characteristics, and student motivation); linguistic, academic, and educational objectives in the teaching of Greek; the status of language instruction in the Australian territories; and the role of Greek and Greek instruction in the global context (political, economic, and scientific). A list of individuals interviewed for the report and a language attitude questionnaire are appended. Contains 119 references. (MSE)

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Unlocking Australia's Language Potential

Profiles of 9 Key Languages in Australia

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Volume 8: Modern Greek

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The NLLIA

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Table of Contents

Preface		i
Steering Committee		iii
Acknowledgements		iii
1.0	Executive Summary	1
2.0	Modern Greek In Australia	7
2.1.0	Immigration and Settlement of Greeks in Australia	8
2.1.1	Domains of Use of Modern Greek in Australia	14
2.1.1.1	The Domain of the Community	14
2.1.1.2	The Domain of Church	16
2.1.1.3	The Domain of Workplace	16
2.1.1.4	The Domain of Home and Family	17
2.1.1.5	The Domain of the Greek-language Media	19
2.1.2	Modern Greek Language Maintenance and Language Shift in Australia	20
2.2.0	The Quality of Modern Greek in Australia	24
3.0	The Functions of Modern Greek in Australia	30
3.1.0	A Community Language	31
3.1.1	The Acceptability of Modern Greek in Australia	32
3.2.0	A Language Other Than English	33
3.2.1	Tourism and Trade	34
3.2.2	Consular Representations	35
3.2.3	Interpreting and Translating	35
3.2.4	Health	36
3.3.0	Modern Greek as the Sequel to the Tradition of Hellenic Antiquity	37
4.1.1	State and Territories Policies on Modern Greek	39
4.1.2.1	Modern Greek in Pre-Primary Education	43
4.1.2.2	Modern Greek in Primary Education	43
4.1.3	Modern Greek in Secondary Education	49
4.1.3.1	Modern Greek in Government Schools	49
4.1.3.2	Modern Greek in Distance Education Centres	60
4.1.3.3	Modern Greek in Schools of Languages	62
4.1.3.4	Modern Greek in Greek Orthodox Independent Schools	65
4.1.3.5	Modern Greek in Independent Schools	69
4.1.3.6	Modern Greek in Catholic Schools	70
4.2.0	Greek Ethnic Schools in Australia	71
4.3	Issues in Teaching	81
4.3.1	Modern Greek Teachers in Government Schools	81
4.3.2	The Syllabus in Primary and Post-Primary Schools	85
4.3.3	Course Materials for Modern Greek	88
4.3.4	Approaches and Methods in Modern Greek Teaching	90
4.3.4.1	Language Use	92
4.3.4.2	Form of Assessment	93
4.3.5	Modern Greek Students Profile in Primary and Secondary Schools	94
4.3.6	Factors Encouraging, Discouraging Study of Modern Greek	97
4.4	Modern Greek in Higher Education	100
4.4.1	The Modern Greek Curriculum in Tertiary Education Institutions	104
4.4.1.1	Honours and Postgraduate Studies	106
4.4.2	Teaching Structures in Tertiary Institutions	108
4.4.3	Student Profile at Tertiary Institutions	111
4.4.4	Academic Staff Profile	113
4.4.5	General Objectives in the Teaching of Modern Greek	115
4.4.5.1	The Linguistic Objectives	115
4.4.5.2	The Academic Objective	116
4.4.5.3	The Vocational Objective	117
4.4.6	The Establishment and Operation of the First Greek Orthodox Tertiary Institution in Australia	118
4.5	Modern Greek in TAFE Colleges	124
4.5.1	Modern Greek in Private Language Centres	128
4.6.0	Aspects of Modern Greek Teaching from State to State	128

4.6.1	Modern Greek Teaching in South Australia	129
4.6.2	Modern Greek Teaching in Western Australia	134
4.6.3	Modern Greek Teaching in the Northern Territory	136
4.6.4	Modern Greek Teaching in ACT	139
4.6.5	Modern Greek Teaching in Queensland	141
4.6.6	Modern Greek Teaching in Victoria	143
4.6.7	Modern Greek Teaching in Tasmania	152
4.6.8	Modern Greek Teaching in New South Wales	152
4.7.0	Greek Government Policies on Modern Greek	156
5.0	Modern Greek in the World Context	158
5.1	Status and Estimated Number of Speakers	158
5.2	The Global Role of Modern Greek in Cultural, Scientific and Technical Fields	159
5.3	The Politico-Economic Role of Modern Greek	161
Appendix A	References	163
Appendix B	Persons Interviewed	168
Appendix C	Attitudinal Survey	171

Preface

One of the consequences of the increased emphasis on language policy making from state and federal governments in recent years has been the proliferation of ways of categorising languages. The nine languages featured in these profile studies were categorised as Languages of Wider Teaching.

There are obviously other ways in which the languages could have been classified. Any one of a large number of possible categories could have been used but this particular group of nine was listed in the National Policy on Languages as languages which either already had or could reasonably be predicted to have the majority of all languages candidates in Australia.

This particular group of languages could not otherwise be classified together. They represent therefore the vast bulk of the second language learning effort in Australian education. As such these languages consume the greatest proportion of the resources devoted to the teaching of second languages in this country and will do so for several years to come.

In addition to this quantitative rationale for grouping these nine the following rationale supported this selection:

- that language/teaching efforts are to be harmonised with Australia's economic, national and external policy goals;
- that language teaching and learning efforts are to enhance Australia's place in Asia and the Pacific and its capacity to play its role as a full and active member of world forums; and
- that, for planning purposes, resources allocation efforts and the establishment of achievable long-term goals, choices must be made on language issues. (National Policy on Languages 1987:124)

These nine were seen to combine internally orientated reasons for language study (intercultural, community bilingualism rationales) with perceived externally oriented reasons (economic and international relations rationales) with a pragmatic sense that only a selection from the very many possible languages that could be promoted, should be.

The nine languages selected were: Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese and Spanish. In early 1990 the Australian Advisory Council on Languages and Multicultural Education which was charged with the responsibility for the implementation of the National Policy on Languages decided to review the teaching and place of these languages since their designation as Languages of Wider Teaching. Funding was provided under the Australian Second Language Learning Program for the conduct of profile studies of the nine.

The NLLIA was successful in its bid for these funds and co-ordinated a national project of the research teams described in the volumes. The researchers and the teams that assisted them were scattered across Australia and the co-ordination of their efforts was a major activity on its own. I wish to acknowledge the efforts of Dr. Tony Liddicoat and Mr. Athol Yates and other NLLIA staff for succeeding in this difficult task.

In addition, the NLLIA is producing a summary volume. This will present an overview of the nine language profiles and an analysis of the most interesting and revealing differences and similarities among them. This is being written by Dr. Paulin Dijité of the University of Sydney.

These studies represent more than a review of the state of play after some years of designation of these nine languages as key languages. They promise to bring about a more precise and language specific form of planning for the teaching and learning of languages in Australian education and therefore could well represent a more mature phase in policy making itself. In recent years language policies have made only generic statements about individual, or groups of, languages. Since there is now a high level of consensus across Australia about the importance of Asian languages, the necessity of keeping strong European-world languages and the domestic value of multi-lingualism these profiles will probably focus attention on the particular issues that affect the "condition" of individual languages considered important.

The classification, Languages of Wider Teaching is, however, no longer used. In the Australian Language and Literacy Policy issued by the Federal government in September 1991, the Commonwealth identified 14 languages; incorporating the present nine. These fourteen languages were called priority languages. Under the Commonwealth's Priority Languages Incentives Scheme education systems, the States and Territories select eight each as the basis of the funding support they receive from the Commonwealth under the ALLP.

These languages are: Aboriginal Languages, Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese, Spanish, Russian, Thai, Korean and Vietnamese.

It would be desirable to extend the profile analysis contained in these volumes to those languages not presently surveyed. In its work on Russian, the NLLIA is in a strong position to commence a profile analysis of Russian and is considering extending this to Thai, Korean and Vietnamese.

Joseph Lo Bianco
Director, NLLIA
June 1993

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1. 0 Executive Summary

The significance of Modern Greek for Australia derives principally from the established presence here of a vast number of Greek-speaking residents (currently estimated at 320,000) and of many more thousands of Australians with ancestral, sentimental, professional, cultural and intellectual ties with Greece and Greeks. The fact that the Greek-speaking sector of the Australian community is extremely organised, politically robust and strongly committed to maintenance of its Hellenic identity (of which the 4,000 year linguistic tradition is an ideological cornerstone) heightens the profile of the language considerably. Secondly, it derives from the status of Modern Greek as the sole modern descendant of the Hellenic branch of the Indo-European family of languages, in which fundamental texts of Western civilisation and Christian scripture were formulated and transmitted through the ages. In consequence Modern Greek is rated as a major world-language in spite of the comparatively modest number of its current native speakers, estimated at 13-14 million around the world. Thirdly, it derives from the status of Modern Greek as one of the EC's official languages, the one spoken widely moreover in the economically developing and politically sensitive south-eastern flank of the Community and at the cross-roads of the Middle East (including in Cyprus, currently an associate member of the EC with full membership in prospect). The significance of Modern Greek for Australia's external trade resides both in the actual and potential links with the EC via Greece and via connections between Greece and the Greek-Australian community and Chamber of Commerce and in the fact that the Greek merchant navy transports Australian exports across the globe.

This report focuses on all three aspects of the significance of Modern Greek for Australia, but inevitably the greatest emphasis has fallen on the first, both in presentation of material and argumentation, and in the process of data gathering, where published sources had to be supplemented by extensive oral interviews and written surveys.

Usage of Modern Greek in Australia has been moulded by patterns of Greek immigration and settlement over the last 150 years, and this report includes a brief outline of the relevant developments. By the turn of the century, Greeks had already set in place in the major cities of Australia the most characteristic institutions of the worldwide Greek diaspora, namely Greek Orthodox Churches, Communities and schools of language and religious instruction, thereby facilitating the settlement of the successive waves of Greek-speaking immigrants displaced by events in the turbulent political and economic history of the Balkans and Middle East over the following decades. The wave peaked in the 1960s, and the last major influx of Greek-speakers followed the Turkish invasion of Cyprus in 1974. Barring the unthinkable (eg a pan-Balkan conflict), it is unlikely that members of Greek-speakers in Australia will ever increase substantially again through immigration. The future of Modern Greek in Australia has therefore to be seen in the context of maintenance within the established local community and extension of ties of trade, tourism and cultural exchange between Australia and Greece, Cyprus and the numerous communities around the globe, where large Hellenophone enclaves are established. Greek immigrants' participation of their role in Australia have developed over 150 years from the short-term ambitions of the early adventurers to the long-term commitment of settlers and Greek-Australians' perception in the mainstream of Australian society, commerce and culture has now reached the point of confident

maturity where they assert their cultural identity from positions of material affluence, political influence and cultural attainment. In parallel with this ascent, their attitudes to language maintenance have transcended the early isolationism and preparation for the promptest possible repatriation, to the point where Modern Greek functions as an assertion of Greek-Australian cultural identity and efforts are made to disseminate knowledge of the language and culture in the host community.

The principal domains in which Modern Greek is spoken and written in Australia include: domestic communication; Greek-Australian community business and cultural activities (festivals, theatre, performing arts, creative writing, scholarship, broadcasting, discography, etc); the Greek Orthodox Church; the workplace; the press and electronic media; advertising; trade and tourism (11,000 Greeks visited Australia in 1991 to see relatives and tour the country, while an estimated 7,000 Greek sailors visited Australian ports); health, welfare and social services; education; politics (in Greek branches of Australian political parties). In considering the prospects for perpetuation of these domains, this report finds the factors conducive to the maintenance of Modern Greek and potential for some diminution of current levels of its use with the passage of generations. Among the latter factors are: exogamy-related to intergenerational attrition within the domain of domestic usage; intergenerational language shift in community business where language can become an implement of exclusion in power-games between older and younger members of Greek-Australian organisations; in the ecclesiastical context ecumenism and the desire to communicate with lapsed Hellenophones may lead to language shift, as it may in the media which seek to cater for the broadest range of young Greek-Australians in fashionable terms; and finally a certain level of residual discouragement to study Modern Greek from teachers and advisers of Anglo-Celtic background, in spite of official multilingual and multicultural policy. Counteracting these inimical factors are first the fact that a large virtually monolingual Greek-speaking enclave will survive in Australia into the second quarter of the next century and with it its needs for social, health and legal services in Modern Greek. Secondly, the consciousness among Greeks worldwide of the centrality of language to Hellenic identity and the consequent resilience of the Greek language in diaspora communities over numerous generations (eg in Southern Italy, Ukraine, Turkestan and Russia) and the reversion of lapsed Hellenophones to their linguistic roots (eg in the USA, where assimilated Los Angeles Greeks discovered in the early 1980s that "Greek is chic" and large numbers of distinguished public figures were linguistically re-Hellenised - cf. Michael Dukakis, P. Tsongas). Thirdly the balanced ratio of males to females in the Greek-Australian community, which may militate against exogamy. Finally the extent of existing provisions for learning Modern Greek across a wide range of systems and levels of education, the long-standing commitment of the Greek-Australian community to their support and extension, and the increasingly tolerant and promotive attitude of Anglo-Australians towards LOTEs. Provision for effective learning of Modern Greek by the maximum number of residents of Australia is arguably the most significant factor of all in determining the future of the language, and it is to this that the bulk of this report devotes its analysis.

Surveying the range of state policies toward Modern Greek across Australia, the report finds a variety of degrees of divergence from the National Policy on Languages designation of Modern Greek as a "language of wider learning". Victoria and SA appear to be the most favourably disposed to Modern Greek and to have the most systematic program of implementation. Victoria's "Education

for Excellence" policy gives an unequivocal commitment to upgrading the teaching of LOTE from primary to senior secondary school and designates Modern Greek a priority language. In the remaining States there is either a marked discrepancy between a generally supportive policy and limited provision for implementation (NSW, WA) or Modern Greek is not a priority language.

Whether in keeping with these policies or in spite of them, Modern Greek is widely represented to differing extents in most systems and levels of education across Australia. The hallmark of provision for Modern Greek is its diversity, diffusion and incoherence with competing systems, problems of continuity within and linkage between levels, and several other serious impediments to commencement or continuance of formal learning and to its efficacy. A major disincentive at all levels is a perception in the broader host community that serious study of Modern Greek is the preserve of the Greek-Australian community; and even within the latter community, that successful study and certification is the preserve of an elite. This perception is reinforced by the rather introspective educational priorities of the Greek-Australian community where it has been obliged to make its own provisions for teaching Modern Greek, and by the tendency of those teaching the subject with limited resources in all systems to focus on the needs of the majority clientele, normally students of Greek-speaking background (GSB).

At pre-primary and primary levels, the report finds an array of different types of programs (bilingual, immersion/partial immersion, maintenance, second language) in operation. At primary level, government schools account for 25 percent of total Modern Greek enrolments, ethnic schools, including the Greek Orthodox schools, for 29 percent and the Catholic and Independent for 0.25 percent. At secondary level the number of types of school multiplies: regular government secondary schools/colleges (16 percent of total enrolments), correspondence schools (0.4 percent), Saturday schools of languages (4 percent), Catholic schools (0.25 percent), Greek Orthodox Colleges (6 percent), Independent schools (0.6 percent), Ethnic schools (12 percent), private language centres and private tuition classes (2.5 percent). Each type of school operates a different timetabling pattern, number of contact hours, syllabus, teaching method, form of assessment etc. Common to all types of schools is a limited success in coping with mixed background and ability classes, to judge by high attrition rates, particularly at post-compulsory levels.

A number of issues in teaching Modern Greek at these levels have a direct bearing on retention and attrition. The first is the question of providing for both GSB and non-Greek Speaking Background (NGSB) students, and it must be noted that GSB students tend to command an impoverished, unelaborated code of Modern Greek, partly due to the non-standard usage and limited educational background of their parents, partly due to the restricted range of domains in which they encounter Modern Greek in active use in Australia. This makes their language maintenance and development needs somewhat idiosyncratic and removed from those of NGSB students starting from scratch. It also impacts on the viability of locally born and raised GSB students (often simplistically styled "native speakers") as teachers of Standard Modern Greek. (This is quite a separate issue from the notorious Modern Greek language controversy [katharevousa versus demotic] which was resolved by legislative reform of the official language of public administration and education in Greece in 1976.) The quality of the linguistic skills commanded by the Modern Greek teacher is a key issue at all

levels of education, and there seems to be little provision for professional development, in-country experience and on-going language enrichment available to practising Modern Greek teachers at present, to the detriment of the credibility of some with parents, colleagues and students. Conversely where the teacher has overseas qualifications there have been problems of integration into the Australian educational context and ethos, and of acceptance among professional peers. There is also a noticeable divergence in teaching methods, course design and materials used among teachers according to their teaching background and the system within which they practise. Only a small amount of locally developed material is available and much use is still made of hastily adapted imported books, many of them outdated and otherwise unappealing to Australian learners of all backgrounds. In response to the project survey, several teachers claimed to use communicative methods of teaching; however, the ensuing description of materials and assessment methods throws doubt on the respondents' understanding of the term in many cases.

The impact of these general problems across the gamut of individual sites of Modern Greek learning is well illustrated with reference to the secondary level in Victoria, arguably the State with the most highly developed provisions for Modern Greek and with approximately 47 percent of all students of government schools at that level across Australia. It is also the State with the highest number of matriculation candidates in Modern Greek, with Modern Greek vying with French for the largest LOTE candidature in VCE / HSC over several years. However, Victoria also has one of the highest rates of attrition of enrolments in Modern Greek leading up to VCE level, stemming largely from the limited hours of teaching, the inflexibility of the senior secondary syllabus and the inadequacy of provisions for ex-beginners and intermediates. This has entrenched the perception among students of all backgrounds that Modern Greek is a "community language" in the narrowest sense of that infelicitous term.

Modern Greek learning in government secondary schools/colleges is further afflicted by problems of under-resourcing, unfavourable timetabling, poor linkage with primary schools, and limited possibility for mounting low-enrolment classes at senior level. The Correspondence School of Victoria finds itself unable to improve staff/student ratios in Modern Greek which currently prevent devotion of time to development of materials for NGSB and lapsed GSB students, on whose enrolments the future viability of the Modern Greek program may well depend. The Victorian and NSW (Saturday) Schools of Languages which have served as a back-stop for Modern Greek in the government sector for many years, are characterised by problems arising out of the format of their contact hours and of staff morale in view of the conditions of appointment and status offered to fully qualified teachers.

Outside the government sector, Australian Catholic schools display almost total indifference to Modern Greek, despite the high number of Greek Orthodox children enrolled in them. The few independent schools teaching Modern Greek, particularly in Victoria, have devoted resources to devising materials for NGSB students, only to be frustrated by the inflexibility of the senior assessment and certification process. Their enrolments of GSB students have to some extent been depleted by the recent emergence of Greek Orthodox Colleges, which have spread from Victoria to other States and tend to cater almost exclusively for GSB students and to make Modern Greek compulsory for some or all year-levels. The appeal of their strength of focus on Modern Greek in these colleges may be offset, during the early stages of their development, by their marginal status in respect

of the mainstream of Australian education and the disruptive intrusion of intra-communal conflicts and tensions into their operation. After-hours community (ethnic) schools do not have to face the challenge posed by NGSB students, but still face similar problems of marginalisation to those of Greek Orthodox Colleges, in spite of the exceptional levels of recognition and financial support available to them, particularly in Victoria.

Victoria has an additional and exceptional problem in the form of oversupply of formally qualified teachers of Modern Greek. This problem has a detrimental effect on potential students' perception of career options available through the subject. In other States, however, a dearth of qualified teachers is holding back the development of Modern Greek. It should be noted that Victoria represents an extreme in other respects of provision for Modern Greek learning too: eg its monolithic VCE syllabus contrasts with the more flexible NSW unit system and the generous SA provisions for beginners, advanced and accelerated Modern Greek courses at senior secondary level; conversely the bonus points awarded for Modern Greek and other LOTEs in Victorian university entry compares favourably with other States, particularly WA where Modern Greek although an accredited subject, does not count for university selection.

In higher education Modern Greek courses have been available for some 25 years in Australian universities. There was an expansion of provision from the mid-1970s onwards, but the subject remains under-represented at this level in most States. Undergraduate enrolments in Modern Greek stand at a total of 445 EFTSU in 1992. Modern Greek courses have attracted strong support and good retention among students in particular GSB students over many years. Beginners courses commenced strongly in the 1970s, then experienced a decline in demand in the 1980s which has recently been reversed in some institutions. Demand for intermediate level courses remains steady but retention is adversely affected where such courses have to serve both as an entry point for GSB students and a sequel to a beginners course. Enrolments in advanced language courses have been potentially affected by the introduction of HECS, which discourage overloads, coupled with a marked rise in cut-off scores for entry into faculties offering Modern Greek, and structural impediments to free choice of courses between faculties and institutions. Academics surveyed indicated that they were devising means of overcoming these problems and of making Modern Greek available to a broader clientele, via inclusion in inter-departmental programs such as European studies, comparative literature and literary theory and Australian studies. They have also diversified their teaching, supervision and research repertoire beyond the traditional language and literature combination into social anthropology, migration studies, linguistics, language pedagogy, history and politics. Modern Greek academics have devised a vast amount of teaching material for all levels of language learning, but have hitherto published very little of it. Prospects for greater exchange of resources have been enhanced by the recent formation of the Modern Greek Studies Association of Australia and New Zealand.

Postgraduate enrolments in Modern Greek have risen to a total of 45 EFTSU in 1992, including 18 PhD students. Prospects of continued growth in this area, particularly of postgraduate course-work, depend on expansion of the base of academic staff eligible to operate at this level. At present the Modern Greek staff profile (totalling 45 EAS) is inordinately deprived of senior appointments, and the multiple demands of teaching and departmental and supradepartmental

administration plus involvement in Greek community cultural affairs leave junior staff little opportunity for the research activity which might secure their promotion or tenure.

It should be noted that the Greek-Australian community has been exceedingly generous in its support of Modern Greek studies at tertiary level, endowing one of the two existing chairs and financially priming the establishment of lectureships in Victoria, NSW and WA.

Non-award courses in Modern Greek are mainly offered by university language centres, by TAFE and the CAE. Continuing education enrolments in Modern Greek award-courses have also remained steady at modest levels in several institutions.

The report concludes that:

- While its symbolic value within the Greek-Australian community may be highly esteemed, Modern Greek suffers from an image problem as a community language in the narrowest sense.
- Modern Greek is under-resourced at every level of education.
- There are grave problems of linkage between, and continuity within, levels of learning Modern Greek.
- Inflexible curricula and assessment mechanisms, and inability to cope with mixed ability groups using appropriate materials and methods, are inimical to the survival of Modern Greek in Australia.
- The plurality and diversity of the present provision of Modern Greek is not necessary a bad thing provided viable options and effective learning can be assured.
- Retention and attrition are not the sole measure of successful teaching; a greater range of certification of proficiency and entry/re-entry points to learning Modern Greek is needed.
- Australia's Greek language resources are underutilised as a competitive advantage in trade and cultural links.

2.0 Modern Greek In Australia

The term Modern Greek refers to the standard variety of the language which evolved from Southern Greek dialects and which is now used by most Greek speakers in Greece and abroad (Mackridge 1985:1-5). Standard Modern Greek is the result of a synthesis of two formerly competing varieties: *Demotic* or common spoken Greek, and *Katharevousa*, a superposed puristic and essentially written variety which prior to the 1976 reforms periodically enjoyed the status of official language of the Greek State (Joseph and Philippaki-Warburton 1987:2; Mackridge 1990:25ff).

Data for the present study was collected between September 1991 and August 1992, utilising the following:

- A self-administered, structured and open-ended linguistic and socio-cultural questionnaire distributed amongst 740 practising teachers of Modern Greek.

- A self-administered, structured and open-ended linguistic and socio-cultural questionnaire distributed amongst 400 co-ordinators of Modern Greek.

- A self-administered structured questionnaire distributed amongst 400 students of Modern Greek to gauge their attitudes towards acquisition and use of Modern Greek.

- A self-administered structured questionnaire distributed amongst 14 Heads of Greek Studies Units, Sections and Departments in Australia.

- 177 in-depth interviews with teachers, co-ordinators, government appointed LOTE advisers, officers of State Ministries in all States and Territories, administrators of primary and secondary education, community leaders, and members of parliament.

- Correspondence with State and Commonwealth Education Department officers, Greek Government authorities, EC representatives in Athens and Brussels.

The self-administered structured and open ended linguistic and socio-cultural questionnaires were completed by a total of 382 persons. Prior to their use throughout Australia, the questionnaires were evaluated by the Project Team and the Modern Greek Steering Committee, trialled and revised. The final versions of the questionnaires were delivered to respondents in Victoria, New South Wales, South Australia, Queensland, Western Australia, Tasmania, Australian Capital Territory and Northern Territory by local conveners and the Project Team. Most of them were returned by post or were collected by the visiting members of the Project.

The main criteria for selecting variables for inclusion in the questionnaires were their potential relevance to questions about the ecology of Modern Greek, the socio-linguistic background of the Greek community, and the teaching of Modern Greek. Covering letters gave a broad explanation of the nature of the research and requested co-operation. Both questionnaires probed respondents' self-perceived attitudes towards the language, government and community policies

and students' attitude. Respondents were invited to comment on their perceived proficiency in both Modern Greek and English as well as that of their students, were applicable. Finally, data were solicited regarding respondents' educational background, students' profile, support in the teaching of Modern Greek hypothesising that these are relevant factors in language maintenance.

Response rates are shown in Table 1. All the Heads of the Departments of Greek Studies responded, while, on average, only 48 percent of the co-ordinators and 62 percent of the teachers replied. The low return of the co-ordinators and LOTE advisers could in part be attributed to the fact that the majority of them supervise more than just Modern Greek courses, as well as to their concerns with current restructuring approaches.

State	No of questionnaires distributed	No of responses %	Ratio of responses	No of Interviews
WA	40	38	95	22
SA	64	48	75	28
Vic	380	168	44	56
Tas	8	8	100	4
ACT	16	14	88	12
NSW	180	97	54	25
Qld	34	21	62	16
NT	18	18	100	14
Total	740	382	52	177

Table 1
Response to questionnaires and interviews

2.1.0 Immigration and Settlement of Greeks in Australia

The exact date of the earliest Greek presence in Australia appears to be debatable. However, the earliest documented arrival in Australia is that of seven Greeks from the island of Hydra, who were found guilty of piracy (H. Gilchrist, 1988:3ff) and landed in Sydney in August 1829. The first voluntary immigrant arrived in Australia nine years later in 1838. Greek immigration to Australia falls neatly into four periods:

a Prior to World War I, sporadic immigration consisting mainly of young adults who would not settle permanently. Most Greek-speaking immigrants were islanders.

b The period 1918-1951 in which immigration was regulated by Acts of parliament and various quotas; this period includes the settlement of bilingual Macedonian Greek settlers and the refugees from the Greek Civil War.

c 1952-1974 during which Commonwealth Government-assisted immigration occurred on a large-scale and significantly altered the demography reality of Australia. Greek-speaking immigrants in this period included refugees from the Turkish invasion of Cyprus, Egyptian Greeks expelled by the Nasser regime and Pontian Greeks.

d The 1975-1992 period during which the number of Greek immigrants was diminished markedly, allowing only re-entries or highly qualified professionals and technocrats.

Patterns of Greek immigration and settlement have been strongly influenced by Australian economic conditions. The impact of these conditions is shown not only in the volume and characteristics of immigration, but also in the occupational adjustment of the immigrants, in their residential distribution and their mode of social behaviour. The story of the Greeks in Australia is very similar to that of other southern Europeans. The gold discoveries in the early 1850s in Victoria and New South Wales attracted the pioneer fortune hunters from the Greek islands. A large influx of Greek diggers arrived in the mid 1850s in Ballarat and Bendigo, towns of Victoria, with the intention of returning as soon as they had amassed a small fortune. The earliest were illiterate wanderers mainly from the Ionian and Aegean islands, who were prepared to endure the hardships of mining camps or the wharves. During the pre-war period the vast majority of pioneer immigrants arrived from over twenty Aegean and Ionian islands, while a smaller number arrived from the Peloponnese and the districts around Athens. It was only after 1885 that Ithacan, Kytherian, and Samian immigrants began to arrive in great numbers by means of chain immigration. The Kastellorizian settlers commenced their migration to Australia at the beginning of the twentieth century.

In 1896, there were approximately eight hundred Greek Orthodox immigrants scattered throughout the country, sharing religious facilities with the Syrian and Lebanese communities. By the turn of the century immigrants from the island of Kastellorizo were a significant presence in Australia. Some of these early Greek settlers returned to their native country; however, little is known about them. Limited direct contact and transport to Greece kept the number of Greek immigrants in Australia at a low level. The main events that caused Greek immigration into Australia were the Balkan Wars (1912-1913) and the Asia Minor Disaster (1922).

The inter-war period of immigration was an intricate period for the Greek immigrants. It was also important, because it laid the social and political foundations for post-war community patterns. It was during this period that the first Greek career diplomat, Leonidas Chrysanthopoulos, and the first Orthodox Metropolitan, Christophoros Knitis were appointed. It also marked a substantial increase in Greek immigration to Australia (the number of Greek-born increased from approximately 2,000 in 1911 to over 12,000 by 1947).

In 1922, over 1,500,000 Greeks were driven out of their homes in Asia Minor and Thrace and wandered as refugees without accommodation or future in Greece. A great number of Asia Minor refugees arrived in Australia from 1924 to 1929 despite the restrictions on the immigration intake and the implementation of the Landing Money [1].

Female entry to Australia was not encouraged during the pre-War era. In certain cases, for example Asian immigration, the Commonwealth government was systematically against female migration (Yarwood, 1967:26). After 1905, the restrictions were strictly enforced, and only the wives of affluent merchants and well established tradesmen were welcomed to stay only for a short period of

1 For a detail account on the Greek Immigration and Settlement, see Gilchrist (1992) and Tamis, (1992).

time. Before World War II, Greek settlers had either to remain bachelors or to visit their own native island in order to marry a local woman and then return to Australia.

Furthermore, a high number of married Greek immigrants had not reunited with their wives for many years. The difference in the extent of separation seems to correlate with the time of arrival of the husband. Those who arrived early had longer periods of separation than those who arrived recently. Pre-war Greek immigration was characterised by an exceptionally long period of separation. In certain cases the arrival of wives and dependents was not finalised within a period of less than 40 years.

Until the middle of the 1920s the aim of most immigrant families was to return home after a short sojourn in Australia. Their occupational patterns were based on their perception of an early return: small businesses oriented towards rapid savings. In many cases they sent their children back home. Greek immigrants involved in inter-ethnic marriages were determined, however, to settle in Australia. The arrival of the families impelled most Greek immigrants to urbanise and to create conditions more conducive to maintenance of their mother tongue and family traditional values.

It was only after 1946, that wives of Greek immigrants started to arrive in Australia after only a short period of separation. Husbands usually did not invite their wives and families before establishing themselves and assuring themselves of the suitability of their employment and environment.

Until 1888 when the first honorary consular officer was appointed, the Greek Government did not express any interest in its subjects in Australia. After all this country was known only to a few, without any religious, diplomatic or financial bonds with Greece.

The recorded interest of the Greek Orthodox Church in Australia dates back to August 1892 when the Patriarch of Jerusalem Gerassimos charged the domestic chaplain to the Anglican Bishop of Jerusalem, the Rev. T. Dowling to deliver an official letter to Bishop Goe of Melbourne, asking him to "take into your benevolent and spiritual solicitude the Orthodox people" (Tamis, 1992b:38ff). Until then the ecclesiastical needs of the Greek Orthodox immigrants were under the care of the Anglican Church of Australia. In 1895, the Patriarch of Jerusalem, appointed a priest to the first Greek Orthodox Church in Sydney and in 1897 another was appointed to the first Greek Orthodox Church in Melbourne. In the late 1900s the former made regular trips to Perth overseeing the spiritual needs of the Greeks in WA. The first services were conducted in private homes and Anglican churches.

The plight of Greeks in Australia was aggravated during World War I when Greece maintained its neutrality until 1917. In December 1916 this led to the anti-Greek riots at Kalgoorlie and the neighbouring Boulder. As a result many Greeks fled countryside centres and settled in Perth. By the early 1920s the occupational pattern of Greek immigrants changed. Casual employment and the adventurer wonderings amongst males in search of work were declining. Many brought their wives and families ending the transitory type of immigration. This led by 1923 to the formation of the Hellenic Community of WA, a pan-Hellenic organisation with religious and educational responsibilities for all Greek settlers.

Although the first recorded Greek arrival in Adelaide was in 1856, the Greek presence in SA was not impressive before 1923. There were only four families and thirty immigrants in Adelaide and another forty settlers employed at the smelter at Port Pirie and the mines of Broken Hill. It should be stated here that since the pioneer settlers were without family and the nature of employment seasonal, there was a constant movement of settlers depending upon the duration of the employment. News of prosperity or job availability resulted in sudden increases in interstate movements; thus involvement in construction of cities and road projects, employment in cane plantations and bush-clearing, in mining towns and agricultural and timber districts quite often resulted in re-unification of former comrades and compatriots who had met one another some years before. During the 1923-1924 period, for example, the number of the Greek immigrants in Port Pirie increased dramatically due to the demand for unskilled labourers in the smelters. Within fifteen months, the number of Greeks increased to one hundred families and one thousand individuals, while a Church, a part-time community school and a Community were established to fulfil their social and community needs. In 1933 there were only thirty Greek families left in Port Pirie employed by the smelters, while another six families and one hundred and twenty immigrants were working on the nearby farms.

In 1924 there were only forty Greek families and one hundred immigrants in Adelaide. The latter, mainly Kastellorizians, were in constant movement within the inner suburbs and the country towns in search of employment. Following the depression years and the dispersion of the old community of Port Pirie, Adelaide did not emerge as a city with a high concentration of Greek immigrants. In 1934 there were only seventy-six Greek families and approximately three hundred constantly moving immigrants, some of them unemployed unskilled labourers from the smelters of Port Pirie. In the hinterland of SA, Greeks were scattered in small townships and farms.

Although in Queensland the first recorded Greek arrival was in about 1860, the Greek Orthodox Community in Brisbane commenced registering members only from March 1928. There were approximately forty-five members by the end of the year representing a total numerical strength of 1200 Greek immigrants in Queensland. Most of them were involved in cafe and hotel businesses, while a great number of Greek immigrants settled in places in the hinterland growing cotton and tobacco. The first Greek Orthodox Church in the State was consecrated in 1929, in Brisbane.

In 1924, in Australia there were four organised Greek Orthodox Communities incorporated and recognised by the Australian authorities: The Greek Orthodox Community of NSW in Sydney, The Greek Orthodox Community of Melbourne and Victoria, the Greek Orthodox Community of Brisbane and the Hellenic Community of WA, in Perth. There were small Greek enclaves in Adelaide, Port Pirie, Innisfail, Kalgoorlie and Boulder, Broken Hill, Hobart, Bunbury and Geraldton.

In the early 1950s, Victoria, and to a lesser degree SA and NSW, received Commonwealth assisted immigrants as well as those sponsored by their relatives, friends and fellow villagers. After 1946 when the families of the pre-war settlers began to arrive, the immigration of young, mostly uneducated peasants became a steady flow. Adult males, aged 20 to 30 years old, began to

arrive in great numbers from 1949, sponsored by pre-war settlers, mainly farm owners. Those who opted for an urban type of life, settled initially in the suburbs of Fitzroy, Collingwood and Yarraville in Melbourne, in search of stable employment, mainly in the food producing and processing factories of Melbourne.

Evidence suggests (Tamis, 1992b:29ff) that on arrival in Australia approximately 65 percent of the men boarded with their relatives and fellow villagers, less than 15 percent decided to live in house-commune groups of eight to ten single immigrants, private boarding houses, tents, barracks, or even train wagons, while the remaining percentage were accommodated initially in the Commonwealth Immigration Centres of Bonegilla and Fishermens Bend in Port Melbourne.

The conditions of living and the accommodation patterns in these centres were designed for single refugees. Many families were admitted to the rural immigration centre of Bonegilla where living conditions soon became legendary. Some Greek immigrants claimed that the premises were reasonably livable despite their frustration by the uncertainty of employment. Most immigrants were compelled to leave the centre after only a short stay claiming that they had found employment or were rescued by relatives and friends. Many immigrants were left for many weeks without any hope of employment, receiving an inadequate unemployment benefit. During this transitional period the newly arrived Greek immigrants were left without the care of the Church, the operation of the part-time school and the occasional social functions organised by the Greek communities.

Available data (Tamis, 1986) suggest that in the period 1952 to 1971, the majority of the immigrants (78 percent) immigrated to Australia with the primary intention of finding a secure and stable employment for themselves and their families. Twelve percent of the Greek settlers left their country for personal or political reasons. Most of these immigrants were from rural villages, involved with farming activities and stock and poultry breeding. Although farming appeared to provide the main livelihood, some were involved in seasonal work in home construction and painting, in local flour milling works, and in wood cutting to supplement their income because farming did not provide a year-round occupation and income. In Australia most of them were employed as unskilled labourers in metal manufacturing industries, smelters, quarries, road construction, and Government projects in the Snowy Mountains in Victoria and NSW, and Tasmania. Some were employed as cleaners, cooks, food industry labourers and machinists, while only a minority worked as farmers. In addition to their rural background, the language barrier and their low educational level narrowed their choice of occupations.

The situation was alleviated in the 1980s when most Greeks began to see their sojourn in Australia as permanent. This reduced their drive for rapid acquisition of material wealth and began to improve their quality of life, a fact which had explicit implications of their language maintenance efforts (Tamis, 1991b). The establishment of the Greek Orthodox schools received the prompt attention of community leaders, their part-time community schools were upgraded and received the support of the Commonwealth Government while their courses in Modern Greek were recognised and approved by the State governments as equivalent to the government schools' assessment. Evidence suggests (Tamis 1986), that recurrent trips to Greece, involving the whole family, increased rapidly since 1980 as 83 percent of the Australian-Greeks had visited Greece at

least once since their arrival. In addition, the improved living facilities, the establishment and operation of a permanent network caring for the elderly, the consecration of new Churches and new communities and an attempt to introduce Modern Greek in all levels of education by as many providers in all States and territories ascertain the permanent character of settlement.

Many Greeks who opened their own small businesses in Australia, during the 1970s, worked with the Greek companies in order to avoid direct competition with the British Australians. However, by the 1980s having acquired the status of established settlers, many Greek businessmen and industrialists competed with British Australians in commerce, trade and manufacturing areas.

Only Greek immigrants who arrived during the period 1962-1966 experienced difficulty in obtaining employment. For some the period of unemployment was more than four months. The Greek Community Employment Service, the Democritus League, the Greek Brotherhoods of "Alexander the Great" and "Verios Ellas" (Northern Greece) assisted those who were experiencing exploitation or were unemployed for over two months. Only a few immigrants obtained their first employment through the Commonwealth Employment Service. Most were placed in various jobs by their relatives and friends, while a substantial proportion found employment by themselves (Tamis, 1992b:42ff.).

The desire to improve relations with the host society led many immigrants to adapt to some aspects of life in Australian society and adopt a positive attitude towards progressive integration despite the evident cultural differences. The entertaining festivities of the weekend, barbecues, bush-walking, picnics, going to the hotel with the workmates occasionally for a beer, and Australian Rules Football were well adopted by Greek-born immigrants, as well as waiting patiently in queues, politeness in transactions and drinking tea in the afternoon, while their Australian-born children were sent to swimming lessons and other sporting activities and learned to appreciate nature and the environment. Greek culture, however, formulates certain unique living patterns which make the process of integration difficult. Their families are in close contact in entertainment and celebrations, the happiness of a Greek family is shared by other families who gather together sitting around the table drinking, singing and dancing. Friendliness is a custom, part of the culture, not a mode of behaviour which can be obtained via education. The elderly dependents share the facilities of their son's house or alternatively, visiting their children's families, they are involved in the decision making processes of the household and are active in the upbringing of the children regarding their religion and language. It is insulting and a social stigma to put the old people away in institutions and nursing homes. To leave your neighbour to stand behind the screen door or at the front door without inviting him in is considered to be a rudeness which displaces malice. On a bicultural level, to address your employer or a respected person with his/her first name is still considered to be insulting. The aforementioned cultural setting insulates the Greek family more effectively perhaps compared with other ethnic groups resulting at the low socialisation with the broader Australian community, and at the same time, a high loyalty for Modern Greek.

2.1.1 Domains of Use of Modern Greek in Australia

There are almost 320,000 Greek-speakers living in Australia, of whom 120,604 were born in Greece (ABS 1991 Census). Second generation Greek-Australians with both parents born in Greece, number 78,256. A further 10,814 second generation Greek-Australians could possibly be assumed to be Greek speaking, since one of their parents was born in Greece. In addition, there is a strong Greek-Cypriot community of approximately 40,000 (Table 2) of whom 20,462 were born in Cyprus. Other Greek-speakers were born in Egypt and other areas of the Middle East, in Pontus (Asia Minor), the ex-Soviet Union and other European countries. Since their arrival, most of the native speakers of Modern Greek have been forced to interact and to communicate in the host language and thus become bilingual to some degree.

Nationality	Birthplace	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Total
Greek-Australians	Australia	35,873	58,256	3,349	9,248	3,160	587	405	796	111,624
	Greece	49,267	74,228	4,307	14,592	4,414	806	1,340	1,650	150,604
	Egypt & Middle East*	896	4,500	289	425	301	39	32	13	6,495
	Turkey*	612	2,200	168	228	152	28	26	31	3,445
	Other* (England etc)	720	3,500	114	630	130	23	25	26	5,168
Cypriot-Australian of Greek ethnicity	Australia	5,300	950	600	1,030	228	42	132	98	16,480
	Cyprus**	7,800	9,244	1,040	1,600	382	61	204	131	20,462
	Other*	800	1,100	280	390	103	18	18	5	2,714
Total		101,268	162,078	10,147	28,143	8,870	1,604	2,182	2,700	316,992

Table 2

Number of regular users of Greek in Australia by State
Source: ABS 1981 and 1986 Census: price (1984:17ff):Tsounis (1975 and 1983)
** Estimate provided in records and by leaders of communities concerned.*
*** Price (184:17) Estimated the Cypriot-born Australians as 24,004. My estimate excludes the Turkish population in proportion to the demographic composition of the Cyprus Republic. Turks have been excluded from the Australian-born Cypriots. Certain cross tabulations (birth placed-religion) were also applied.*

The qualitative aspects of bilingualism are most easily illustrated in connection with domains of language behaviour: certain domains create social pressures which tend to work in favour of maintaining Modern Greek, others are more conducive to use of the host language.

2.1.1.1 The Domain of the Community

By the mid-1960s, the great numerical strength of Greek immigrants was already reflected in the numerous community institutions which they established (Tamis, 1985:33ff.; Tsounis, 1975:28). These were physically concentrated in the inner

suburbs of Melbourne, Sydney, Adelaide and Perth (Burnley, 1972:66ff.; McKay, 1981:14ff; Tamis, 1985:34; Tsounis, 1975:37) where new settlers resided.

Sociologists (Tsounis, 1974; Price, 1975; Martin, 1981) have explained the multiplicity of the Greek organisations (eg communities, societies, brotherhoods) in terms of numerical size, and social, political and religious divisions related to the diverse background of immigrants and to conditions in Australia (Tsounis, 1975:29-30; 39).

Tamis (1985:27) has argued that the diversity could be explained with reference not only to the inevitable loss of cohesiveness which comes with size, but also to the socio-economic and environmental change undergone by Greek immigrants, 76 percent of whom came from rural regions of Greece and were forced to adjust to an industrial urban environment. This adjustment generated the need for cultural and linguistic maintenance and led to the creation of concentrated Greek *Sprachinseln* within the inner suburbs and with the establishment of local societies to overcome problems of isolation and alienation in the Australian capital cities. Problems arising out of the great differences from the host culture and language concentrated them in enclaves and were instrumental in establishing their churches and schools. However, whereas in the 1950s Greeks had settled in suburbs in close proximity to the city, usually only up to five kilometres away, in the 1970s they moved to the more affluent outer suburbs, normally more than 10 kilometres away. While this resulted in a sharp reduction in the number of Greek residents in the inner suburbs, well-organised community networks were maintained. Following earlier settlement patterns, new Greek communities were formed incorporating new clubs, churches and schools. Even in the 1990s, most of them retained their socio-linguistic strength, had a strong organisational structure, Greek-speaking neighbourhoods, Greek sporting clubs, Greek shops and meeting places for the elderly.

The active participation of young Australian-born Greeks in community affairs (Tamis, 1985) was inhibited by a number of factors including the fact that leaders and members who are born and raised in Greece tend to define ethnic continuity in terms of extreme loyalty to the mother tongue and to insist that the traditional lifestyle continue without compromise. Thus, although Greek and English are both stated to be official languages of community affairs, they tend to be conducted almost exclusively in Greek (Tamis, 1985). The Australian-born generation, on the other hand, is more prepared to use English. According to the data presented in Tamis, 1985, some eight percent of the later hold the view that the maintenance of the mother tongue is not indispensable to preservation of their ethnicity.

Modern Greek is used in Australia as the medium of creative language by first and second-generation poets, prose-writers and theatrical writers. A measure of its acceptability to the Greek community is the existence of over twelve active theatrical groups performing in Modern Greek in Australia, the staging of comedies and ethnographical plays in the Pontic and Cypriot dialects, particularly in Melbourne[2], and the publication of dialectal magazines and

2 Since the first Pontian theatrical play was performed in 1957 in Melbourne, Australian Pontian community staged a number of plays in the Pontian dialects, *T'agiani to Kutín* (The box of St. John) (1978), *O telefteon o xorón* (The last dance) (1981), *As évlepan ta mátam* (I wish my Eyes could see) (1982), *Ti kástron kje i trantélleni* (The castle and the Greek heroes) (1983), while *Kseniteas* (Immigrant) was staged in November 1991 by second and third generation Pontians in their own dialect in front of large crowds.

newspapers in Pontič and Cypriot in the 1990s demonstrates the size of the ethnolinguistic vitality of Modern Greek and these two dialects.

2.1.1.2 The Domain of Church

The Greek Orthodox Church might be expected to be the primary institution which provides Greek immigrants with a justification for the use of language, however community attitudes in the case of Modern Greek in Australia do not entirely support this notion. This is probably due to the fact that the language of social interaction as well as the liturgical language of the church is different from the common norm as such. Church authorities insist on using the Hellenistic Koine in the liturgy, the superposed variety *Katharevousa* in administration, as well as an undefined mixture of elements from both *Katharevousa* and Standard Modern Greek in sermons. Since the mid 1980s there has been a strong tendency to employ English in an attempt to attract younger generation into the congregation. Furthermore, many Greek Orthodox Church leaders in Australia promote the idea of a Pan-Orthodox congregation relieved of ethnic affiliation, in order to make its doctrines accessible to more Australians and ensure that second and consecutive generations are not disadvantaged on linguistic grounds. (cf. "Direction and Evolution of the Greek Orthodox Church" paper delivered by Rev. Dr. John Chryssavgis at the Hellenism in Australia Beyond Year 2000 Seminar, Perth, 10-12 December, 1988).

There is a further evidence that the Greek Orthodox Archdiocese views the function of Greek parishes as a transition to partial or complete integration into an English-medium Church focusing on the "de-ethnisation" of the Greek Orthodox Christians, as implemented in the USA (Tamis, 1992a). Thus, although the Greek Orthodox Church has traditionally functioned on a "national" basis, held together with the Greek State by ethnic and linguistic bonds, the American experiment and to a lesser extent the Australian, suggest an intended transition to linguistic assimilation and loss of a potentially important language domain, to the third generation of Greek speakers, particularly when the Greek-born priests are replaced.

2.1.1.3 The Domain of Workplace

The workplace is another important domain of language use affecting the maintenance and attrition of Modern Greek. According to the 1986 Census, approximately 65 percent of overseas-born immigrants belong to the workforce in Australia, of whom approximately 60 percent are men and 40 percent women. It has been found (Tamis, 1985, 1988) that 53 percent of the Greek-born immigrants have the opportunity to speak in their own language at work "always", 21 percent "usually", 11.5 percent "rarely" and 9.5 percent "never".

The 1986 Census indicated that first-generation Greek women are numerically the most exposed to the Anglophone environment compared with other ethnicities. The proportion of Greek women in employment was 40 percent compared with Yugoslav 37 percent, German 35 percent, Polish 33 percent, Italian 32 percent, Lebanese 31 percent, Dutch 30 percent and Maltese 28 percent.

Overall, the employment distribution of Greek-born immigrants correlated with their educational background. The majority of them, 60 percent of the men and 54 percent of the women, worked as unskilled workers, perhaps a positive factor for language maintenance since the demand for communication in the host language is limited as are the technical terms usually employed by unskilled workers (Tamis, 1991). It should be noted that unlike the pre-war immigrants most Greek immigrants feel financially self-reliant. According to this data reported in this study, 13 percent of the Greeks questioned considered their financial situation as "well off", 71 percent said that they "cannot complain" and only 16 percent said that they were "barely making ends meet".

2.1.1.4 The Domain of Home and Family

In 1992, home remained the main domain where Modern Greek is used almost exclusively (Section 2.1.2.) It has been argued by Clyne (1982:53) that Australian-born people whose parents speak different LOTEs are on the whole unlikely to maintain either of these. However, evidence (Tamis, 1986) suggests that mothers of Greek descent show a higher degree of loyalty to their mother tongue, since 75 percent sent their children, second or third-generation Greeks to Greek afternoon schools irrespective of the ethnicity of the father. The percentage of Greek fathers sending their children to Greek schools stands at 56 percent where the spouse is of ethnic background and 50 percent where she is of Anglophone background.

Previous studies in Australia by Clyne (1967, 1977, 1982, 1991a and 1991b), Foster et. al. (1980), Bettoni (1981), Smolicz and Harris (1976), and Hofman (1966), Fishman and Nahirny (1966), Bardis (1976) in the United States and Orlowski (1977) in Canada, have shown that older children use a LOTE more than younger children. According to the data obtained, the difference between older and younger siblings of the second generation is relatively small compared to other languages. While 57 percent of the informants claimed that their oldest child spoke more Greek that English at home, 42 percent stated that it was the younger children who spoke more Greek than English at home. (Tamis, 1985) found that according to parents there was no significant difference in linguistic ability between older and younger brothers living within the same family situation (Table 3). Although the eldest are more proficient in the mother tongue (ie their command of the language is not "poor "), possibly because they are at a higher level at school, the younger are more numerous on the "good" level in all four linguistic skills. Although parental evaluation is not entirely reliable or comparable, it indicates that there is not a wide margin between "speaking" and "understanding" among second-generation speakers of Modern Greek. Most appear to be not only receivers - passive bilinguals - but also transmitters - active bilinguals.

It is also worth noting that 68 percent of Greek-born children use Modern Greek as the sole medium of communication with their parents, while 27 percent use both languages. Five percent of Greek-born and six percent of Australian-born children normally use English when speaking to their parents. They are only receivers. It has also been found that child's sex was not related to command of the language. When children conversed among themselves on their own, they normally used

English in 64 percent of the cases, Modern Greek in eight percent, and both in 28 percent.

Level of skill	Writing		Reading		Speaking		Understanding	
	Older	Younger	Older	Younger	Older	Younger	Older	Younger
Fluent	18	10	23	13	23	13	26	16
Very Good	28	17	31	22	37	25	40	29
Good	37	37	32	32	31	35	29	36
Poor	13	23	10	19	7	19	3	12
Not Applicable	3	13	4	14	2	8	2	7

Table 3
Parental evaluation of the linguistic skills of their older and younger children
Source: Tamis (1986)

There was a reduction in the number of children who normally used English as a means of communication in the presence of their parents or elders (Table 4). Children are usually consistent in their use of language with certain people regardless of the environment and the presence of parents or elders. It is common, for examples, for siblings to converse consistently in English with each other, switch to Modern Greek when speaking to grandparents or monolingual parents and intuitively use the most appropriate medium with others depending on their interlocutor's proficiency in English. It is also possible that the question may have been taken to refer to intervention of parents to cause their children to switch to Modern Greek, an action which has only temporary results.

Significantly 84 percent of the respondents of this study (Tamis,1986) stated that their children's knowledge of Modern Greek satisfied their desires. The fact that only 64 percent of the parents considered the writing ability of their young children as being "good" or "very good" or "fluent" (Table 3), 68 percent for reading, 73 percent for speaking and 81 percent for understanding should be viewed with reservation since there was a distinct age difference between the children.

Language	When alone %	In the presence of parents %	In the presence of elders %
Greek	8	31	41
English	62	28	18
Both	30	41	41

Table 4
Medium of communication normally used by second generation Australian Greeks
Source: Tamis, 1986

The results presented in Table 4 suggest that the role of the family situation is strong in maintenance of Modern Greek. Greek families are characterised by their strong inter-generational ties; usually two or three generations live together (Tamis, 1985) and as a result elders with little or no command of English constitute a strong force for language maintenance by the younger members.

Finally, the quality of Modern Greek learned by Australian Greek children of the second and subsequent generations, is circumscribed by starting from the already contracted Modern Greek lexicon of their parents, reduced because of the restricted function of Modern Greek in Australia.

2.1.1.5 The Domain of the Greek-language Media

Since the first Greek newspaper, *Afstralis* circulated in Melbourne in 1912, over 250 newspapers, cultural, historical and educational magazines were published in Modern Greek (Tamis, 1985, 1988). Most of them had an ephemeral life. Of the forty-three Greek newspapers published in Australia since the early 1950s, eight have survived and are still flourishing with a combined circulation of 40,000 copies per edition[3]. In addition there are five satirical and/or low status newspapers targeting exclusive readership in Melbourne and Sydney, the weekly magazine *Ellinis* (first published in 1969) with 7,000 readers nationally, the oldest non-English sporting newspaper *Athlitiki Echo* published in 1960, and over ten literary magazines published by cultural organisations across the country[4]. There is no Anglophone publication intended for readers of Greek background in Australia. However, there are seven newspapers with a limited English insertion, mainly on youth affairs. Evidence (Tamis, 1985 and 1986) has suggested that 37 percent of first-generation Greek immigrants read a newspaper on a "regular" basis, 26 percent "often", 26 percent "rarely", whereas 11 percent never read a Greek newspaper. The readership of Greek magazines is less than half that of newspapers. Although most Greek newspapers published in Australia generally use Standard Modern Greek, this is not always the case. Semantic and morphosemantic transferences from English, neologisms, transferred and integrated words and lexicosyntactic transferences occur in all sections of the newspapers.

The degree of professionalism that characterises Greek-language radio programmes today has taken more than a quarter of a century to attain. According to data obtained from people directly involved, the first Greek language programmes started on an infrequent basis at Wangaratta, Victoria, in 1951 (Tamis, 1985, 1988). Since then, over twenty radio stations in Australia have broadcast programmes in Modern Greek, two of them 14 hours a day. Non-commercial broadcasts in LOTEs were commenced by community stations in 1972. Informative and usually culturally-orientated Greek-language programmes are heard for a duration of four and a half hours per day. Greek-language broadcasts are not aimed exclusively at the overseas-born Australian Greeks, but include special programmes and segments designed to appeal to the locally-born generation. In 1992, there were twenty three government, private and community radio stations catering for Greek-speaking listeners, transmitting a total of 120 hours per week in all capital cities and a number of provincial cities of Victoria and NSW. According to Tamis (1986:36ff) 42 percent of Victoria Greeks stated that they listen to radio programs "regularly", 30 percent "often", 25 percent "rarely", whereas three percent never listen to the radio. The listening shift of the locally-born is not significant.

The introduction of Greek-language commercial radio stations in Melbourne and Sydney, broadcasting on 24-hour basis and directly linked with radio stations in Greece, despite its restricted, closed frequency operation, attracted a total of 8,000 subscribers, only one year after their operation. With a strong network of journalists and broadcasters, numbering over seventy, these radio stations can be heard in factories, construction sides, offices and houses.

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3 Reference is made here to the newspapers *Ellinismos* (WA), *Neos Kosmos*, Ellinikos Kosmos and *Neos Pyrsos* (Vic), *Ellinikos Kirikas*, *Kosmos*, *Nea Patrida* and *Vema* (NSW).

4 For a detailed account on the Greek press the reader is referred to Tamis, 1985 and 1988d, Bourke, 1989, Kanarakis 1989.

The introduction of multicultural television in 1980, transmitting for 43 hours per week in LOTEs, is arguably an important factor for language maintenance. The quality of multicultural television is high, a fact which encourages the Australian-born speakers of LOTEs to watch it. Tamis (1986) reported that "regular" viewing of Greek films or Greek programmes is claimed by 75 percent and "frequent" 15 percent. Only four percent do not watch Greek television programs, mainly due to inadequate quality transmission.

2.1.2 Modern Greek Language Maintenance and Language Shift in Australia

The vitality of ethnic minority language in Australia is determined by a variety of factors including the disposition of the ethnic group members towards it and their desire for continued distinctiveness as a group. Sociostructural factors contributing to the vitality of Modern Greek include:

a the existence of a populous base of speakers.
b the creation of wide functional areas and adequate community network which will elaborate the function of language use, outside and beyond the group-controlled areas, eg home, church, and ethnic school.
c promotion of Modern Greek to the broader community.
d the perceived prestige of the language.
e the ability to rally institutional support, eg government, educational, industry and media interest.
f favourable demographic characteristics, eg residential concentration, birth rate, rate of exogamy.
g the degree of interactional dynamics characterising a particular community.

Assimilationist policies have led to high rates of language shift among ethnolinguistic minorities in Australia. Greek-Australians, however, are said to display the greatest degree of "ethnolinguistic vitality" (Clyne, 1991b and 1992, Tamis, 1985, 1986; 1991, 1992a). Modern Greek is numerically the second ethnic minority language spoken in Australia, after Italian. 99.7 percent of Greek-born settlers used Modern Greek regularly in 1986 (Tamis, 1986). Clyne (1982, 1991a and 1991b) demonstrated that Modern Greek has the highest percentage of speakers who do not use English regularly (19.6 percent). 62 percent of the people questioned in Tamis (1986) used Modern Greek as their sole language, 34 percent spoke both Modern Greek and English according to the occasion, and 4 percent used English almost exclusively. 68 percent of Australian born children were reported to use Modern Greek as the sole medium of communication with their parents, while 27 percent to use both. Only 8 percent of second generation Australian-born children were claimed to use English normally when speaking to their parents. The rate of language shift to English was reported to increase to 14 percent among the third-generation Greek-Australians. Language shift, in the Greek-Australian community, was also claimed to result from the constant decline in the intake of Greek immigrants to Australia. The rate of language shift is not uniform between the Australian States, eg more Greek-Australians in Queensland and Tasmania appear to turn exclusively to English at home than their compatriots in the NT or Victoria.

Factors conducive to the retention of Modern Greek language and culture include:

a The fact that English is sufficiently different from Modern Greek to make it difficult for the Greek immigrant to learn.

b Greek culture is also very different from Anglo-Australian and tends to insulate Greek immigrants until their children bridge the communication gap between the two cultures. Evidence (Tamis, 1991a) suggest that even today over 30 percent of Greek-born Greeks do not mix socially with any other ethnic group in Australia. They form relationships more readily with southern Europeans with whom they share similarities in culture. It is also of interest to note that 70 percent receive visits from non-Greeks at home: of these 60 percent are Anglo-Celtic Australians, 32 percent Southern Europeans, 1 percent Northern Europeans, and 7 percent other.

c Large proportions of the worlds' Greek-speaking population have been living outside the Greek nation-state since its creation and have a long tradition of loyalty to Greek language and culture. Modern Greek is not just a medium of communication for expatriate Greeks, but a social symbol and a key ingredient (Tsounis, 1975; Tamis 1985 - cf. 5.1.0 and 5.2.0) of ethnic identification. Almost 96 percent of a sample of Greek settlers in Australia (Tamis,1986) expressed the view that people of Greek descent living in this country should have a knowledge of Greek. Reasons closely linked with preserving the heritage, culture and ethnic identity account for almost 61 percent of the responses, whereas practical and linguistic reasons comprised 34 percent of the replies. Religious oriented replies proved to be the least (0.6 percent). It is also interesting to note that second generation respondents proportionally outnumbered their first generation counterparts in suggesting cultural values as the main reason for language loyalty to the mother tongue (Table 5).

Reason for language maintenance	All respondents %	1st generation %	2nd & subsequent generations %
Cultural	34	43	57
Ethnic	27	59	41
Communication	14	63	37
Linguistic	14	51	49
Professional	6	47	53
Return to Greece	3	88	12
Sentimental	1.4	71	29
Religious	0.6	100	0

Table 5
Indicating attitudes for language maintenance, by generation
Source: Tamis, 1986

Several typical statements on ethnicity reflect the willingness of Greek-Australians to maintain their language irrespective of the strong influence of extra-linguistic agents, as they have been perceived above, in a high-contact situation. This willingness is illustrated in the following responses: "Loyalty to our ethnic identity cannot be seen without Modern Greek", "Maintenance of our language is indispensable to our ethnicity", "This is the only way we shall never forget our fatherland". Second generation Greek-

Australians appear not at all inclined to overrule these ethic-orientated replies. Indeed, most of them shared the same views, adding that the knowledge of Modern Greek is imperative to render services to the Greek community. On the other hand, those did not attach much value to speaking the mother tongue, particularly educated bilinguals, also produced arguments directly relating to ethnic affiliation, eg "We are Australians", "We are not Greeks", or based on pragmatism, eg "We will live in Australia", "We don't want our children to speak Greek", or even implying or inferring inferiority, eg "Greek isn't nice", "Greek is not a better language".

d The high residential concentration of Greek settlement in Australia. 96.4 percent of the Greek-born immigrants reside within the metropolitan area of the State capitals. According to the 1986 census, Modern Greek has the lowest percentage (apart from Arabic) of speakers resident outside this area with 3.4 percent as against 11.4 percent for Italian and 33.1 percent for Dutch. The concentration of Greek immigrants makes press distribution relatively easy and mass media transmission accessible to almost the entire minority group and facilitates access of community leaders to the members. In contrast, the overseas-born Greek immigrants spread over country areas, in theory at least, are exposed to a strong Anglophone environment, having home as the only domain of language use for the mother tongue.

e The male-female ratio amongst both Australian-born persons whose home language is Greek in Australia is 100:97.8 and amongst first-generation Greek immigrants in the 1986 census it was 100:98.1, a fact which theoretically militates against exogamy to some extent.

f It might be assumed that only immigrant women who do not work are less exposed to the Anglophone environment and as a result are stronger agents for language maintenance. In the case of Greek-born immigrants, patterns of retention of Modern Greek, do not support this assumption. The retention of Modern Greek appears to be stronger amongst Greek immigrant women despite the fact they predominate in the work-force over the other ethnic groups in Australia. Therefore, it is only legitimate to assume that there must be other factors involved, such as low level of education and homogeneous rural origins.

g The tolerant and promotive attitude of the host community during the last 10 years facilitated the efforts of the Greek community to organise better and improve its own social and educational institutions (Section 4.1.2.6).

Factors conducive to a shift from Modern Greek include:

a A steady decline in the intake of Greek immigrants from Greece since 1972. The number of Greek and Italian immigrants with a period of residence of under five years is the lowest among ethnic communities (2.1 and 2 percent respectively), according to the 1986 census, and both communities have experienced a severe decline of their overseas-born population in all States. With the policies of immigration restrictions employed in 1973 by the Whitlam Labour Government and followed by the Liberal Government of M. Fraser (1975-1981) and the subsequent Labour Governments, the role of Modern Greek as a community language, in theory at least, began to shrink.

In 1974, following the Turkish invasion on the island of Cyprus, the arrival of over 6,000 Greek Cypriot refugees signalled an unexpected reinforcement of the situation as the number of overseas-born Greek-speaking settlers increased. In 1992, it was reported[5] that more Greek-Australian settlers are repatriating to Greece rather than arriving in Australia, with a net attrition of 400 per annum.

b Inter-ethnic marriage patterns have been considered to be the most important determining factor for shift of the home language (Pauwels, 1980:112ff; Clyne, 1982:148; Tamis, 1985:40). Available data from the archives of churches and the Australian Greek Orthodox Archdiocese attest that although there is a reduction on the actual number of inter-ethnic marriages across the country, percentages remain high, particularly in the churches serving more affluent and highly educated Greek-Australian settlers. In 1992, the rate of exogamy in Queensland was 48 percent, in NSW 41 percent, in Victoria 37 percent, in SA 39 percent, in WA 47 percent, in Tasmania 14 percent, and in NT only 8 percent[6]. It is possible that the proportion of inter-ethnic "cohabitations" or "households" is greater, when civil weddings and de facto relationships are taken into account. The apparently high rate of inter-ethnic marriages warrants examination by sociologists; its acceleration is incongruous with the well-balanced ratio of males and females, and the size of the Greek community. According to data obtained from the Archdiocese, males (61 percent) and educated (67 percent) Greek-Australians tend to opt for a non-Greek spouse from the broad Australian community (66 percent), or from the Italian community (28 percent). However, it has been found (Clyne, 1982:48; 1991:24ff.; Tamis, 1985:44; 1988 and 1991) that Greek members show the highest degree of loyalty to their mother tongue even though they are prepared to accept the spouse's culture and language and to certain extent live a different way of life. But their linguistic mode of behaviour can also change depending to the spouse's cultural and linguistic background (Tamis, 1985, 1988, 1991).

c Multiculturalism does not receive universal approval (Tamis, 1985; 1990) and there is evidence of Anglophone discouragement of mother-tongue acquisition. According to the data collected (Tamis, 1985) seventeen percent of the Greek-Australian students from the northern suburbs of Melbourne experienced some form of discouragement at registered day-schools from attending Greek classes where Modern Greek was not offered as a subject in their school. It was noticed that the discouragement rate was higher among students at senior level of secondary education - an indication that non-promotive and non-permissive attitudes on the part of school authorities may have been higher during the previous decade.

The sense of pride that the Australia-born speakers of Modern Greek display is further reinforced by the favourable attitude that most Anglo-Australians demonstrate towards them. A number of surveys in Australia (Callan *et. al.*, 1983) have established relatively stable patterns of majority attitudes towards minority groups in which closely related ethnic groups are evaluated as the in-group, Anglo-Australians. Major settlement groups, culturally and linguistically closely affiliated with the dominant group, such as Germans, Dutch tend to

5 Nea Ellada Newspaper, 27.6.1992; In 1991 only 207 persons arrived from Greece and 134 from Cyprus.

6 In Tasmania of 253 marriages conducted since 1958 only 37 involved a non-Greek spouse.

receive high ratings, Greeks and Italians receive moderate ratings, while Asian and Aborigines receive lower ratings because they are perceived to be at high levels of social distance.

Although the total impact of English on Modern Greek can not be quantified, it can be shown that there is an attrition process operates at the inter-generational level. The degree, the type and the extent of this attrition depend on universal and ambivalent factors which determine the linguistic behaviour of the members of the Greek community. Among the ambivalent factors are:

a Organised intra-community networks which could control the degree of the language shift from the mother tongue (family composition, monolingual versus bilingual parents, political organisation of the community, its educational programme and its numerical strength).

b Psychological factors which stimulate the ethnic identity, predispose the attitude of the bilingual, formulate his/her linguistic mode of behaviour, evaluate the prestige of the mother tongue and dictate the level and the standard of speech.

c The quality, directions and tolerance of the education system of the host community, and the attitude of the dominant group towards the mother tongue and the ethnic group.

d Socioeconomic factors which influence and determine the linguistic mode of behaviour of the speaker, ie social and economic status, educational level and so on.

The tolerance and promotion of linguistic and cultural diversity in Australia have encouraged young Greek-Australians to study Modern Greek. The recognition of Modern Greek as an examinable subject for tertiary entrance and its enhancement of career prospects are also strong inducements and reduce conflict between the native-born children and their parents over maintaining or acquiring Modern Greek. The argument that can now be presented to children is that the State supports the Community's maintenance efforts.

2.2.0 The Quality of Modern Greek in Australia

This section presents a short description of certain linguistic elements transferred from Australian English into Modern Greek by Greek settlers and their children and the basic characteristics of Modern Greek as is spoken in Australia as a result of its contact with English. This has an important bearing on issues of language pedagogy to be discussed in subsequent sections.

Upon their arrival in Australia, Greek immigrants are faced with new concepts and names for the new environment. These concepts are mainly expressed either by utilising words from their own vocabulary or adopting a word from English. The latter occurs either through complete transference, that is by the transference of English words together with their original meaning (Tamis, 1986:119ff); or partial transference, that is with some degree of integration into the Greek language (Tamis, 1986:139ff). Transference from English resulting in

non-standard Greek varies both qualitatively and quantitatively among Greek settlers and their children.

Following Clyne's terminology (1967:28ff.; 1972:9ff.), the transferred elements can be divided into: *phonic / lexical / semantic / morphosyntactic / multiple / pragmatic / prosodic* and *discourse* based transference.

At the phonological level, there is a confusion of certain consonantal and vocalic phonemes which are in close proximity in the two languages. Greater knowledge of English among Greek settlers promotes phonic transferences from English. The most characteristic phonological tendencies of Greek under the influence of its contact with English, in the speech of Greek settlers are:

a the increased positional aspiration of the Greek voiceless stops [/p/,/t/,/k/] to [/p^h/, /t^h/,/k^h/] occurring in all positions:

o p^h at^{h}eras mu írθe apó tiɳ Eláδa **instead of** o patéras mu írθε αpó tiɳ Elαδa
(My father came from Greece)

b replacement of the velar fricative /x/ (voiceless) by the cavity friction /h/ of English:

íhame δikó mas eryostásio **instead of** íxame δikó mas eryostásio
(We had our own factory)

Lexicon is the most frequent area of interlingual transference. Relatively high proficiency in Greek accounts for either partial or complete elimination of lexical transference. Non-integrated lexical transfers are particularly restricted to informants with poor knowledge of English. Integrated lexical transfers are only marginally related to length of residence and occupation in Australia. Loyalty to Modern Greek and the low or high incidence of transference in the speech of Greek settlers is related to psychological factors. The disposition of the bilingual not to adopt the norm established by older generations of immigrants and the effort that he devotes to keeping the two languages apart lead to *semantic transferences* (the transference of the meaning of an English word only) while reducing lexical transferences:

> ... mas piran fotoγpafíes... (They took photos of us ...) instead of the Standard Modern Greek: mas evγalan fotoγrafíes

Integrated nominals constitute part of the norm of Greek-Australians. Some of them are accepted in a stable form by all settlers and their children to the complete exclusion of the Greek equivalent. This suggests that Australian Greek usage, after reaching a point of transformation in the speech of the person in the early stage of settlement, remains unchanged. It is apparent that certain regional variations exist amongst settlers living in the major urban centres and the countryside.

The grammatical structure and syntax of Greek appears not to be affected by its contact with English (Tamis, 1986). Grammatical deviations from standard Greek usage are almost non-existent. They are restricted to the gender and number of some nominals and can be attributed to dialectal causes. Semantic transference is found in the usage of immigrants who are reluctant to resort to lexical transfers

but do not have sufficient knowledge of the Greek grammatical and syntactic structure. There appear to be two types of semantic transference in the speech of Greek immigrants: the first involves redefinition of the existing meaning; the second necessitates new syntactic arrangements. While their overall incidence is low, both types are popular among immigrants claiming a relatively high proficiency in English.

Topic, domain of language use, place, and role-relationship of the interlocutors influence the extent of multiple transference amongst immigrants who appear to be proficient in English as well as in Greek. This suggests that socio-cultural and psychological factors have a great effect on educated bilinguals who turn more freely to English as their source language, especially whenever they are confronted with an unfamiliar lexical expression or grammatical structure. Cultural differences appear to trigger the transference of formulae of speech act which cause confusion in some instances. The phenomenon is limited among Greek immigrants by the low interaction of Greek-born settlers with British Australians (Tamis, 1985:34ff).

Lengthy narrations, which presuppose some degree of preformulation, show a high incidence of transference of preformulated discourse segments and discourse markers from English, depending on the personal style, the topic, the setting, and the relationship of the interlocutors. Research on the speech of Greek settlers suggests that certain domains of language use appear more prone to transference than others. The necessity to satisfy the communication requirements of the new Australian situation, especially in the functions of work place, shopping and institutional life, compels the immigrant to draw on English. The implications of the process of transference and language shift and the direction of language influence depend on the elaboration of the function of Greek, ie how widely is used, on its acceptability to the community and its stability of form (Tamis, 1986:283).

In the present high-contact situation in Australia, Modern Greek appears to formulate a communicative variety which is characterised by certain stabilised and morphophonemically integrated *lexical transfers*, certain *semantic transfers* and a few *phonic and prosodic transfers*. However, lexical transfers and *code-switching* present a higher incidence amongst second and subsequent generation speakers, reflecting the process of language shift in the direction of English. Lack of careful attention to speech, an attitude of indifference towards acquisition and learning of the mother tongue, reinforced by the non-adherent socio-cultural setting of language contact, tends to correlate negatively with the process of language learning (Tamis, 1986).

More loosely structured vocabulary is more prone to transference amongst Greek-Australian bilingual speakers. In contrast with the small incidence of phonic transference attested in the speech of Greek-born settlers, large proportions of common and proper nouns, adjectives, verbs, adverbs, pronouns, conjunctions, interjections and interjectional phrases are transferred from the host language to Modern Greek (Tamis, 1986). Nouns are predominant among transfers, due to their lexical and semantic function, rather than their grammatical and structural nature. It appears also (Tamis 1986, 1988, 1990, 1991), that the transference of various parts of speech among Greek-Australians is uniform; bilinguals with a high incidence of noun transfers use other parts of speech and interjections with equally high frequency. Although personal variables seem to have little to no bearing on lexical transference, the single factor which has resulted in the

reduction of transference to a minimum appears to be the command of the mother tongue.

Bilinguals with tertiary education through the medium of Modern Greek transfer less. Sex, region of origin, length of residence in Australia, year of arrival, age on arrival, education (secondary level or lower) do not seem to have a significant impact on lexical transference. Of the remaining variables, occupation seems to correlate to some degree, in that people with some form of responsibility in their work (managers, foremen, technicians) as well as bilinguals with greater exposure to the Anglophone community (salesmen, businessmen) tend to transfer more. Although high or low density of Greek population appears not to have any real effect on Greek-Australians in this regard, it is certain that metropolitan as opposed to rural residence is a decisive factor in transference. With the exception of Australian born, bilinguals from rural areas tend to transfer less, although their vocabulary appears to be less wide. Family composition does not seem to influence the incidence of transfers, except in cases where there are children at school and a permissive attitude on the part of the parents to occasional use of English in communication with them. It should be argued here that certain linguistic factors must be considered in accounting for the incidence of transference. For example, the morphemic similarities / dissimilarities between the two languages, eg [stókos] < stock (in Modern Greek / stókos / ='putty', [xol] <'hall' (in Modern Greek / xol / = 'corridor'), [blókos] <'block' (in Modern Greek 'blokos'= ambush); their articulatory function, that is the fact that most of the English transfers and integrated words are shorter than their Modern Greek equivalents and represent a reduction in the amount of respiratory activity; and the confusion and uncertainty created either by limitations of the mother tongue or the weakening of the *Sprachgefühl* on the part of the bilingual are additional factors of some relevance.

Some Australian-born bilinguals employ the transfers despite the fact they are aware of their English origin, because "they are known and used by members of the Greek community". Most bilinguals, even Australian-born, are aware that they are transferring from English or at least of the need to switch to English, in order to replace or supplement their Modern Greek vocabulary and many feel the need to justify their resorting to a transfer (Tamis, 1986, 1991). In certain cases confusion and / or uncertainty caused by limitations of the mother tongue promote transference. This is particularly true when one notices the difficulty that some informants experience in identifying the correct lexeme in Modern Greek in an unsuccessful attempt to avoid the transference. When the new concepts are not expressed by the immigrant language the speaker makes use of the new stock in expressing ideas and / or planning sentences. For example the word 'tow bars' does not appear in Modern Greek therefore its transference from English is consequential. Transference is sometimes necessary when the bilingual is unaware of the existence of certain lexical items prior to his / her immigration, eg the word [duz] =shower was unknown to many Australian Greek settlers prior to their immigration in Australia, thus they use the transfer [sáuer] more often. Many bilinguals employ transfers from English in order to avoid Modern Greek words which have a phonetic similarity to with objectionable English words (Tamis, 1986). For example, the transfer [*trap*] is usually employed instead of the Modern Greek equivalent / *fáka*/.

The grammatical influence of English upon Modern Greek appears to be a rare phenomenon. Transference of English morphological tendencies into the grammatical structure of Modern Greek is evidenced only in the case of plural

nouns, where the inflectional suffix /s/ is transferred into the usage of certain Greek-Australians to form the plural of noun transfers. In spite of the relatively high incidence of lexical transference into Modern Greek, the grammatical structure of Modern Greek remains intact (Tamis, 1986). Normally, English transfers are integrated into the Modern Greek system and follow the rules of the appropriate paradigm.

Loan translation or calquing, a sub-type of semantic transference, is rather rare in the speech of Greek-Australians. This can be connected with the tendency among Greek-born bilinguals to consider English lexical transfers as acceptable both linguistically and socially.

Topic, domain of language use, place and role relationship of the interlocutors influence the extent of multiple transference among bilinguals who appear to be proficient in English as well as in Modern Greek. This suggests that socio-cultural and psychological factors have a great effect on the educated bilinguals who turn more freely to English as their source language, especially whenever they are confronted with an unfamiliar lexical expression or grammatical structure.

The Australian-born Greek bilinguals having to draw heavily from the linguistic repertoire of their parents transfer into their speech some of the aforementioned features, however the incidence and the frequency of the transference is more persistent. This fact may be explained by reference to the "accommodation theory" (Giles and Smith 1979) according to which, speech changes in relation to the speech of an interlocutor.

The language of the Australian Greeks can be termed an *ethnolect*, a communicative norm which is adopted and used by an ethnic community in a language contact situation. The Modern Greek ethnolect is formulated in the early stages of immigrants' residence in Australia and is maintained unchanged thereafter. The stabilisation of the ethnolect apparently requires a degree of concentration and linguistic awareness which are best attainable in informants with a high level of education in Modern Greek. The latter induces adherence to Standard Modern Greek and hence greater probability of stabilising the ethnolect by obstructing the process of language shift.

It would not be possible within the constraints of a report to discuss substantially the dialectal features which could be identified in the speech of Australian Greek[7]. However, it can be stated in summary that with the exception of certain phonological and lexical characteristics among speakers of the Cypriot and Pontian dialects and to a lesser extend of the Cretan and Western-Macedonian idioms, there is a severe levelling of all Modern Greek dialects in Australia.

Cypriot and Pontic dialects display a high level of dialectal vitality mainly because (a) their speakers have a comparatively lower level of outgroup marriages, (b) their dialects constitute historically a regional symbol and core value, (c) speakers view their dialect as a symbol of acceptance and identity in their specific regional group and (d) these dialects have strong extra-linguistic tendencies, they function as ethno-languages (Tamis, 1988). Available data (Tamis, 1989,1990, 1991) attest that despite the attritional state of these dialects in Australia under the influence of English (inter-group) and Modern Greek (intra-group), Australian-born Pontians and Cypriots perceive their

7 For a detailed account on the state of Greek dialects in Australia see Tamis, 1992.

dialects as equally vital in their identity as Modern Greek, that they evaluate Modern Greek as favourably as Australian English and in fact rated both their dialect and Modern Greek better in some respects, but viewed Modern Greek as having lower vitality than English.

At this juncture it must also be noted that whilst metropolitan Greek-speakers tend to caricature the speech of their diaspora compatriots with reference to its Anglicisms in particular, the quality of Modern Greek spoken and written in Greece and Cyprus is the subject of continuous dispute and soul-searching, with changes of degradation, attrition, vulgarisation, de-Hellenisation, barbarism, elitism and conservatism exchanged between participants.

Babiniotis (1979) has detailed a reduction in cases (a tendency to eliminate the genitive case by employing periphrasis and the accusative), an increase in prepositional usage, a reduction of conjugations, simplification of the inflection suffixes, an increase in periphrastic verb forms, particularly using the verb 'káno' (I do / make) as an auxiliary, and so on.

It also appears that the linguistic changes occurring in Modern Greek in Greece today are not generally accepted by the majority of elder speakers whose linguistic formation and education took place in the days when katharevousa (puristic, archaising Greek) was the official language of State. The resolution of the language controversy in favour of the spoken language in 1976 and the tendency towards cultural populism in the following decade of socialist rule of Greece divorced this group from a traditional power base and alienated them from the new standards of linguistic usage (Mackridge 1986, 1988, 1990 and Kazazis 1992).

3.0 The Functions of Modern Greek in Australia

It was correctly pointed out by Clyne (1982:17-21) that the mass immigration program launched in 1947 was embedded in an assimilation policy and attitudes not conducive to linguistic pluralism. The minority languages and the regional dialects of post-war settlers were maintained in the home and in those domains controlled by the ethnic communities themselves. The policies implemented in various periods, whether through lack of adequate resources or deliberate restrictions and constraints, resulted in high language shift amongst ethnolinguistic communities and the levelling of their dialects. Immigrant groups were discouraged from using and / or acquiring their first language and were expected to learn and use English. Community languages were not taught at primary or post-primary level until the 1970s, whereas the ethnic schools offering classes in the native tongue were labelled "underground" schools.

The concept of multiculturalism was formulated in 1973. Children at primary and post-primary level began to be encouraged to maintain their home language or to acquire another immigrant language, and by 1976 the first Greek bilingual program was introduced at Brunswick East High School and Lalor Primary School in Victoria. However, most educators and students seem to have felt content within the spectrum of monolingualism to judge by the fact that in the mid-1980s almost 90 percent of native English speakers did not study a language other than English in the senior forms of the secondary education. According to the report of the 1984 Senate Committee (hereafter the 1984 Senate Report), was revealed that almost 70 percent of the people in the Australian Foreign Service positions were monolingual although their work requires high proficiency in a second language.

Clyne (1982, 1991a, 1991b) and Romaine (1991) have discussed the acquisition and learning of ethnic minority languages in terms of social justice. In Melbourne, the city with the largest ethnolinguistic diversity, over 20 percent of its population regularly employ a language other than English. According to 1986 Census 370,000 Australians of non-English speaking background stated that they were unable to speak English well or at all. These figures do not indicate the scale of actual problem, as many people tend to underestimate or conceal their lack of competence in the host language.

Finally the official policy of "national unity" via assimilation defined by Opperman (1966) was replaced during the Whitlam era (1972-1975) with that of "national integration" via multiculturalism. The latter created the opportunity for a wide range of languages to continue to be used regularly, mainly at home. The concept of multiculturalism advocated the maintenance, use and even development of Modern Greek. Over the last fifteen years, children have been given more opportunities to express themselves in as many language domains as possible. The sense of inferiority experienced by early immigrants and their children speaking their home language faded away, the melting pot notion became outdated, while Modern Greek as a community language is considered to be important for its educational value and not just for ethnic or cultural values.

Modern Greek serves a wide range of purposes in Australia from the strictly utilitarian (communication for domestic and professional purposes) to cultural and ethnic identification. Some of these purposes are open to both Greek and non-Greeks. Thus in the educational context, objectives can include acquisition of practical fluency skills, knowledge of the cultural context of the language,

developing a sense of cross-cultural tolerance, or simply development of the intellectual and linguistic capacity of the student[8]. More narrowly, Modern Greek teaching programs assist in the maintenance of the Greek identity and culture and the development of personality and ethnic identity of the students identifying with Greek ancestry. After-hours Greek "community" or "Greek" schools tend to develop the last two objectives, whereas mainstream primary, secondary and tertiary institutions tend to develop the others. The appropriateness and suitability of these objectives and programs and the emphasis are left entirely with the teachers and co-ordinators themselves, depending on the circumstances, the clientele, and the educational context.

Modern Greek has three main functions in Australia: (a) that of a community language (Section 3.1.0), employed by the members of the Australian Greek community in a communicative role and a symbolic role; (b) that of a second language other than English (hereafter LOTE) of socio-economic and political significance for Australia (Section 3.2.0) and (c) that of the modern sequel to the tradition of Hellenic Antiquity which is perceived to have particular cultural significance for Australia and the West as a whole (Section 3.3.0).

3.1.0 A Community Language

The term "community languages" which was used in the 1970s either to denote languages other than English and Aboriginal languages employed within the Australian community or to describe the languages spoken by the people from particular ethnic background. The term was used to demonstrate their continuing existence as part of Australian society. This nomenclature has long proven to be, however, of rather doubtful efficacy and essence when applied to education. Modern Greek is currently studied increasingly by members of other ethnic groups therefore its classification as a "community language" to denote its use by a particular community only, namely the Greek, is not appropriate. Nonetheless, the term will be utilised in this report for reasons of notational convenience.

In the 1986 Census 277,472 people claimed to use Modern Greek at home. In 1991, the number was 316,992 (Tamis, 1991:250) (Table 6). The difference in the figures presented below as well as in Clyne (1982, 1991a, 1991b) may be attributed to a number of reasons: for example, Greek multilinguals from Egypt may have discounted Greek; the Greek numbers are probably also deflated with Macedonian bilinguals of Greek descent who may use "Macedonian" at home.

Year	Vic	NSW	SA	Qld	WA	NT	ACT	Tas	Total
1986	128,562	96,652	28,622	10,491	5,864	2,747	3,026	1,508	277,472
1991	162,078	101,268	28,143	10,147	8,870	2,182	2,700	1,604	316,992

Table 6
The number of speakers of Modern Greek at home by State
Source: ABS 1986; Tamis, 1991

Greek-Australians no longer subscribe to the myth of a short sojourn in Australia and a swift repatriation. Most of them perceive their status in terms of parity with other citizens of Australia and consequently they view the maintenance of their language and identity in that context. This is reflected in their planning

8 Clyne (1982:138) referring to the Canadian bilingual program suggested that bilinguals "are superior to monolinguals in logical thought and conceptual development, verbal intelligence and divergent thinking".

and provisions for language maintenance with the result that Modern Greek was singled out amongst eight other languages (Lo Bianco, 1987) for which a significant base is available or can be attained in a short period.

3.1.1 The Acceptability of Modern Greek in Australia

The high popularity of Modern Greek, which led to its prevalence over all other LOTEs in Victoria at HSC / VCE level since 1989, increasing demand and expansion at tertiary level, indicates that Modern Greek is widely recognised as a subject of serious study. The Victorian government's policies that all students must be taught a second language through the school system from 1992 should further strengthen Modern Greek, amongst other LOTEs. This is not, however, uniformly the case throughout Australia.

Victoria and SA are the States with the most advanced education policy initiatives in respect of linguistic pluralism. Their Departments of School Education display the most systematic approach towards the promotion of languages as the national resource. Modern Greek has the greatest exposure in the educational system of Victoria, where Modern Greek is offered by all providers of education, including Independent Schools, (other Greek Orthodox Schools) and Catholic Education, not only to GSB.

Despite large-scale pre- and post-war immigration of Greek settlement in NSW, language policies indicating the acceptability of Modern Greek are only recently being developed slowly. Restrictions on the mandatory hours of learning a second language are imposed, outweighing the impact of a policy of acceptability and promotion (Section 4.6.8). Despite the high percentage of GSB students attending classes in Modern Greek, with the exception of the government sector, Modern Greek is not offered really by any other provider than the Greek community. In 1992, the Greek Studies programs in two out of three metropolitan tertiary institutions were funded completely by the Greek community.

The dispersion of the Greek settlers in Queensland (only 58 percent reside in the Brisbane metropolitan area), their continuous internal immigration within Brisbane, and generally the restricted participation of non-English speakers in the policy-making bodies of this State, limit the acceptability of Modern Greek to only one post-primary school. The role of the informal education, co-ordinated mainly by the established local Greek communities and Greek Orthodox parishes remains the main area of acceptability of Modern Greek.

Recent government policies in WA demonstrate the willingness of this State to abandon its distinctively British-orientation in favour of a more multicultural tone. In October 1991, the Ministry of Education launched its *LOTE Strategic Plan* for a systematic and long-term framework within which "LOTE programs in government primary and secondary schools will be expanded and improved". However, despite this and the large-scale pre-war Greek settlement, the acceptability of Modern Greek in WA is induced by the initiatives of the local Greek community. Although the recent establishment of St Andrew's Greek Orthodox College in Perth, attracted the attention of the government, Modern Greek continued to be marginalised and downgraded as a community language in this State. Modern Greek is offered in the primary level only because of the initiatives of the Greek community which supports the teaching program by

means of teachers and resources, while only one post-primary school is currently offering Modern Greek. However, in September 1992, the Minister for Education, Kay Hallahan, in a letter to the Greek community leaders announced her decision to include Modern Greek in the list of priority languages supported by the State. From 1993 primary school teachers with proficiency in Modern Greek will be able to gain entry to the Primary Training Program and thus, subject to teacher availability, a number of programs in Modern Greek will commence.

Tasmania's restricted pre- and post-war Greek settlement is reflected in the limited acceptability of Modern Greek. Greek community leaders in WA and Tasmania often assert their ties and links with the politically and numerically strong Greek communities in the Eastern States in order to be more effective and successful in their demands when they are dealing with government authorities. In Hobart, as well as in Darwin, the Hellenic communities control comparatively much of the real estate industry and have good access to local power brokers. Modern Greek has a far greater acceptability in Darwin, where the language maintenance rate of the local Greek community is the strongest in Australia, and demographically Greek settlers comprise the 10 percent of the total population of the city. As a result, Modern Greek is offered in government schools and, from 1993, at the tertiary level of education.

3.2.0 A Language Other Than English

The high number of inter-ethnic marriages over two generations (1952-1992), the arrival of thousand of tourists from Greece to visit their relatives in Australia, the elevation of Modern Greek as a language of letters and academic subject in 14 Universities and six Colleges of Advanced Education since 1968, the creation of Departments of Greek Studies in four Universities and lately the promotion of Modern Greek as a European language are some of the factors which led towards the acquisition and learning of Modern Greek by people of non-Greek background. In fact, in States with a high pre-war settlement and with a small post-war immigrant intake, eg WA, Modern Greek was learned predominantly by non-Greeks.

Leal (1990:61) claimed rather simplistically that Modern Greek, as with Arabic, attracted only students of its own background and therefore suffers from the same self-limiting perception that characterises "community languages" in schools, being of interest only to Australians of Greek background. One might assume that many students would not attempt courses in Modern Greek because they think that Modern Greek is for the Greeks. On the contrary, the number of beginners at Melbourne University was greatest in the late 1970s and early 1980s when the first year subject quota of 25 students was filled. In 1992, most students attending first years Modern Greek courses in New England University were of NGSB. The heavy workload for beginners' courses, the alphabet and especially the demanding vocabulary learning, may discourage many non-Greek students from studying Modern Greek, as might the perception that it would not be possible to achieve proficiency within the approximately 500 hours of instruction.

However, there may be changing perceptions about Modern Greek in higher education among non-Greek students who study the subject at school, and by the view that Modern Greek is a language of the new Europe with considerable interest beyond just literature.

3.2.1 Tourism and Trade

According to the Australian Tourism Commission, approximately 65 percent of tourists are expected to come from countries where English is not normally spoken. Studies carried by the Bureau of Industry Economics and the Bureau of Transport and Communications Economics have found that the main reasons for travel to Australia are the presence of migrant relatives in Australia and the level of disposable income. Available data (Australian Bureau of Statistics) attest that in 1991 over 11,000 Greek tourists travelled to Australia to see their relatives. This represents approximately more than 10 percent of the 108,264 visitors who arrived from European countries, excluding the UK. In addition, there was a substantial tourist intake from the Greek merchant navy. According to the Greek commercial attaché over 3,000 Greek sailors with an average stay of one week, arrived in 1991 in the three NSW ports of Sydney, Newcastle and Port Kembla[9]. The estimated total for Australia is 7,000 sailors around the ports of the country. In 1992, Greek ships remained one of the main modes of transporting Australian products internationally. (See Table 7 and Section 5.3 on trade between Greece / Cyprus and Australia)

	1986	1987	1988	1989	1990	1991
Visitors from Greece	6400	7100	8050	7450	7500	7400
Visitors from Cyprus	2560	3030	3100	3050	3800	3700
Greek/Cypriot Sailors	6700	6200	6800	6850	6200	6980
Total	15660	16630	17950	17350	17500	18080

Table 7

Short term (under one year) arrivals from Greece and Cyprus
Source: Market Specific Data Packages, Demographic Statistics; Greek Government Commercial Office, Sydney. The figures were elevated to their nearest maximum number for notational convenience.

However, the number of Greek-Australian bilingual employees in the tourism and hospitality industries, other than those owned by the Greek community is limited. Available data (Leal, 1990:19) demonstrates that 80 percent of the surveyed tourists prefer to converse and deal with people who are familiar with their language, their country and customs. A number of key languages were seen as important for inbound tourism in Australia[10] in the foreseeable future. Their preference was expressed for the Japanese, Korean, Chinese, German, Spanish, Italian and French, adding Russian, Portuguese and Scandinavian languages as supplementary to the group.

9 Captain Konstantinos Beverdakis' report mentions that 82 ships arrived in Newcastle, 48 in Sydney and 32 in Port Kembla.

10 I refer to the Tour Hosts Pty Ltd report.

3.2.2 Consular Representations

Australian Ambassador in Greece, H. Gilchrist[11], explained the disadvantages of having locally engaged bilingual staff rather then Australian bilinguals together with the benefits of being proficient in Modern Greek, in terms of understanding better and more independently the working environment. Linguistic competence in the host language will also mean that the diplomat is not forced to depend on interpreters in confidential discussions. It also enhances one's professional credibility and acceptability.

Nevertheless, the Department of Foreign Affairs and Trade does not identify Modern Greek as one of its key languages placing emphasis only on Arabic, Mandarin, Indonesian, Japanese, French, and German. According to Malcolm Watckins, the Lecturer responsible for commissioning of Modern Greek courses in the ACT TAFE, in government departments and in the Defence Forces, training is generally provided for all levels of Department of Foreign affairs and Trade staff, from stenographers to Ambassadors and consular officers. These officers work in the Australian Embassy in Athens. The Department only once commissioned training in Modern Greek for the ambassador to Cyprus. In 1992, there was no language policy for the Australian defence forces.

3.2.3 Interpreting and Translating

In terms of professional status interpreters and translators are not recognised with a separate industrial reward in Australia. There is a loosely-defined career structure and restricted opportunities for interpreters and translators, despite the positive moves to register them with the establishment of the National Accreditation Authority for Translators and Interpreters (NAATI). This might be seen as failing to provide any incentives for young people to study a LOTE and depriving immigrant communities of equity and access.

All community sectors have recognised recently (October 1991) the need for the establishment and operation of a national language service organisation to coordinate better avenues of delivering interpreting and translating services[12]. However, most participants in the consultations expressed concerns almost the training and standards of those involved in the interpreting and translating services and supported a more responsive attitude especially in health and legal areas.

In the case of Modern Greek, no interpreter is accredited at the highest level of competence in Australia and there are only two at Level 4. Melbourne claims almost 55 percent of all interpreters in Modern Greek at Level 3 in the country with 75 interpreters, compared with 4 interpreters in ACT, 23 in NSW, 3 in Queensland, 28 in SA, 4 in WA and 3 in NT. There is no accredited Level 3 Modern Greek interpreter in Tasmania. There are 217 interpreters of Modern Greek at accreditation Level 2 and 61 at the lowest Level 1.

11 Hugh Gilchrist, the Australian Ambassador in Greece, who demonstrated a keen interest in the Greek language and culture and who devoted his entire late life on the research of the Greek immigration and settlement in Australia, is comparatively an exceptional case.

12 I refer to the Ministerial Committee on the Provision of Language Services's Report on the Consultations organised by DILGEA, August-October 1991.

The current tertiary education programs in interpreting and translating appear not sufficient to satisfy the demand for Modern Greek. There was only one institution (Deakin, Toorak Campus) offering a tertiary course for Modern Greek, while all other programs are offered by TAFE colleges in State capital cities including Canberra and Darwin, where the local TAFE was amalgamated with the Northern Territory University.

3.2.4 Health

Effective communication is obviously fundamental to all aspects of health care and use of health services. However, despite the existence of certain language services provided by the State Health Departments and the Commonwealth Telephone Interpreting Service (TIS), health services are not readily accessible in both the metropolitan as well as the country regions for Greek-Australian patients[13]. Health officers and social workers, told the Greek Project Team that there is a scarcity of professional and proficient Modern Greek interpreters in most health services and especially in mental health. The need for specialisation in interpreting and translation in the health sector was outlined in many submissions:

> "... The language skills of non-professional, non-trained "interpreters" may be and often are quite basic, that is, not adequate enough to approximately address the complexity of terms and concepts specific to medical, health and psychiatric settings, eg a second-generation Greek-speaking daughter interprets for her mother in outpatients, but uses an interpreter herself when attending the doctor." (Ethnic Council of Shepparton and District)

Concerns at the reluctance and lack of skills that some health professionals display in calling upon the services of existing and available professional interpreting services has been repeatedly voiced through submissions and letters. In certain high-risk cases, specialists could not produce a diagnosis in Greek patients, simply because the available interpreting services were nonexistent:

> "... Interpretation was very difficult today as we did not have our regular interpreter and had to rely upon a barely English speaking Greek chef. I therefore did not make any attempts to try and rationalise her analgesia at this stage ..." (Peter MacCallum Cancer Institute's letter to Dr S. Moraitis[14], 24.7.1991)

Research projects into the interpreting and translating setting have concluded that the situation is "totally inadequate, as the societal knowledge and linguistic ability in specialised areas of workmates, friends, relatives and even children of the non-English speakers are certainly doubtful" (Borland, 1976:6). In 1992, as it was possible to ascertain from interviews with the members of the Greek Australian Welfare Society and Greek-Australian social workers, the

13 Health Services and Ethnic Communities, Report of the Ministerial Taskforce on Ethnic health, 1991:69-76.

14 Dr Spyro Moraitis, the founder and President of the Australian Greek Welfare Society in Victoria, has kept a record of numerous cases demonstrating poor standards of language services.

health authorities are still relying in sub-standard sources for interpreting for their Greek-Australian patients, as in only 12 percent of the cases was a paid professional interpreter. The most popular sources of interpreters include workmates (30 percent), followed by friends (21 percent), children of the client (20 percent), other relatives (10 percent) and others (7 percent).

In 1976, it was found that Modern Greek ranked as the language most in demand for interpreting, followed by the Yugoslav languages, Italian, Turkish, Spanish and Arabic (Borland, 1976:9). For example, the Department of Immigration and Ethnic Affairs reported that Modern Greek comprised 21.3 percent of all translating written services performed, while Modern Greek was also the first highest demand language for TIS (20 percent). This is confirmed also by the findings of more recent sociolinguistic surveys (Clyne, 1982 and 1991, Tamis, 1988 and 1991) which show that among LOTEs, Modern Greek has the highest percentage of speakers who do not use English regularly (19.6 percent).

In 1992, special language courses for health professionals incorporating Modern Greek were offered in a number of tertiary institutions for professionals in the medical and ancillary areas, eg nursing, physiotherapy, speech pathology, medical and dental students who need to communicate with their patients. Non-award courses are offered by the Language Centres, namely La Trobe University and Queensland University, among others to students with some proficiency in Modern Greek.

3.3.0 Modern Greek as the Sequel to the Tradition of Hellenic Antiquity

Even though traditionally there has been a high regard for the classical era of Greek culture, up until the 1960s most Australians (and even Hellenists) had little appreciation for the language and culture of contemporary Greece. Modern Greek is perceived by an increasing numbers of learners to be the continuation of the Ancient, Hellenistic and Byzantine Greek. An increasing number of students of non-Greek background who attempt courses in Ancient Greek undertake parallel studies in Modern Greek and Greek Studies.

Tertiary-level Hellenic studies and Ancient Greek in particular, have recovered from a steady decline in the late 1980s, in all States, despite the invariably low number of students completing their HSC / VCE requirements in these subjects. Hence, although no more than twenty Ancient Greek students managed to reach the 1991 matriculation examinations across the country, the number of first-year students attending this subject in 1992 in the Australian tertiary institutions was approximately 340. It has been found that 19 percent of these students undertook studies in Modern Greek as well. Interviewed students claimed that via Modern Greek studies they tend to understand not only the linguistic development of Greek language but also the evolution of the Greek civilisation and to appreciate the cultural values of contemporary Greek society.

The attitude of the Australian educationalists and policy makers is still influenced by the attitudes of British, European and American universities towards Modern Greek. These tertiary institutions tend not to give the same prominence to Modern Greek culture and language as to Ancient and Hellenistic Greek. However, certain Australian tertiary institutions acknowledged, not

without much reluctance, the element of continuity and introduced Modern Greek within the well-established Departments of Classical Studies, namely the University of Melbourne, Monash University, and the University of Western Australia. Students of classical studies in these institutions were thus given the opportunity to study the later forms of Greek language while students of Modern Greek study earlier forms of Greek to the benefit of the competence in Modern Greek also.

In 1992, Greek Studies at La Trobe University has obtained permission from the Vice-Chancellor and the approval of the Strategic Planning Committee of the University to develop courses in Ancient and Hellenistic Greek with a view to encouraging students, particularly NGSB students to study both languages. *The Ministerial Joint Standing Committee on Education of Victoria and the Hellenic Republic,* which has operated in Melbourne since 1984, and comprises Victorian and Greek representatives, agreed in November, 1991, to request from the Greek Ministry the appointment of Ancient and Modern Greek teachers in the Distance Education Centre of Victoria.

4.0 Modern Greek In Education

Modern Greek is taught today throughout Australia in all States and Territories, in a variety of systems and levels of education. Modern Greek is offered at over 500 educational establishments in total, ranging from primary and secondary schools to tertiary institutions, bilingual primary schools, independent Greek Orthodox Schools, TAFE colleges, evening colleges and universities, community and church organisations, insertion classes, private schools and ethnic schools. The rationale and the orientation of the teaching varies from school to school and from approved authority to authority. Modern Greek is offered as:

a a bilingual program
b a mother tongue development program
c a cultural awareness program
d a second language program
e a combined language program selecting from the above.

4.1.1 State and Territories Policies on Modern Greek

Australia is the only country with a multicultural setting which has a national policy on languages. Its States and Territories, in theory at least, advocate the importance of teaching a LOTE to all primary and post-primary children. Following the Lo Bianco Report (1987), three States (Victoria, SA and WA) accelerated efforts and produced formal policies with clear implementation strategy plans by July 1992.

In 1992, the NSW Department of School Education did not have any specific policy on LOTEs. J. Henderson of the Department of School Education remarked: "We have only a curriculum statement not a policy statement in this State. We should not narrow our stand only to Asia, we belong to the world, as Asia indeed belongs to the world"[15]. The curriculum statement outlines the teaching of a LOTE for a period of "two years" or "minimum 100 hours" during the child's schooling period. Education Minister, Virginia Chadwick moved in April 1992 to reinforce this commitment to make it compulsory for all senior secondary students to undertake "some study" in a LOTE by 1996, pledging additional funds[16]. Yet, the Multicultural Education Centre, which assisted and supported the schools offering a LOTE with resource material and facilitated communication between schools was closed.

The Tasmanian Department of Education vaguely urges that "as many students as possible should study one or more languages other than English for a sufficient length of time..."[17]. In Queensland and NT ministerial statements on language teaching fall short of defining the actual terms of implementation. There are no adequate providing mechanisms and no educational incentives to students. For example, Distance Education Centres (previously known as Correspondence schools) do not operate in all States, and those which do exist are in a parlous state. Saturday School of Languages do not operate in all States, and part-time language programs administered by ethnic communities are funded only in SA

15 Interview with J.Henderson, Department of School Education, 16.4.1992.
16 *The Daily Telegraph Mirror*, 18.4.1992, p.16.
17 The Study of Languages other than English in Tasmanian Secondary Schools and Colleges, Education Department, Tasmania, 1987.

and Victoria. In addition, Mount Lawley and Brisbane High Schools are the only post-primary language schools in WA and Queensland despite the demand for the wider introduction of Modern Greek. Attempts to eradicate the underprovision for languages in the school system by the State with the establishment of the Australian Language Levels guidelines (ALL) and intentions to inject funds into national coordination, are yet to have a material impact on these problems. Modern Greek is not one of the five priority languages (Chinese, German, Indonesian and Japanese) that is being made part of the core curriculum in Queensland.

Victoria, has made the most substantial provisions for LOTE learning. Study of a LOTE is to be made available to all students in Victorian Government primary schools, while all secondary schools will be required to make LOTE a core study for all students in Year 7. This will be progressively extended to Year 10, allowing for adjustments in teacher supply and availability of curriculum resources[18]. The emphasis will be on providing for continuous study of LOTE from Preps to Year 12. Victoria is also the only State which manages and administers LOTE education in all formal and informal educational institutions, including the ethnic schools (Section 4.2.0.).

The Ministerial statement Victoria, *Education for Excellence* which was released in May 1991 replacing the previous *Language Action Plan* prepared by Lo Bianco (1989), retained the principles of needs and demands based on economic relevance, social justice and pursuit of excellence, outlined in the *National Policy on Language* (Lo Bianco, 1987). The new Victorian policy is the first to adopt the Lo Bianco (1987 and 1989) recommendations for close co-operation between Federal and State authorities and between government and non-government sectors of education, as well as the close co-operation between day and after-hours schools.

In 1992, Victoria remained the only Australian State with an inter-government agreement with Greece. In March, 1987, following the *Greek-Australian Conference: Greeks in Australia, yesterday, today, tomorrow*, an agreement was signed between Greece and the Victorian Government, which led to the inception of the *Ministerial Joint Standing Committee on Education (MJSCE)*, which is comprised of representatives of the main providers of Greek language and culture, namely the government sector, Greek communities, Greek Orthodox Independent schools, the Ethnic Affairs Committee, Modern Greek Teachers' Association, Greek Ethnic Schools, Ethnic School Council and chaired by both the representatives of the Greek and the Victorian governments. The terms of reference of this Committee included the promotion of Modern Greek in Victoria, the appointment in the Victorian Government of a Greek Language Advisor nominated by the Greek government, the implementation of a teacher and student exchange program, the establishment of a Centre for Greek Cultural Studies and the development of language programs in Modern Greek. A Committee was also organised to assess provision for Modern Greek in government schools and to propose supportive measures, including exchange agreements, scholarships and correspondence with Greek educational institutions. In May 1990, Dionysios Tanis, a senior Greek literature teacher from Thessaloniki, was

18 In 1991, the then Minister for Education and Training, Barry Pullen, reviewed the previous policy outlined in the Languages Action Plan for Victorian Government Schools (1989), and introduced a more decisive approach. The 1989 policy advocated "every school should offer at least one LOTE and that every student should study at least one LOTE for at least the years of compulsory schooling, with students being encouraged to continue this study in the post-compulsory years".

appointed as the first Greek Language adviser to the Victorian Government in the Schools Program Division of the Department of School Education[19]. His role is to liaise with, and provide support services primarily to the teachers in the State school system and tertiary institutions and to supply them with teaching and resource material. In 1993 the Ministry of Education of the SA government will also appoint a Greek Language Advisor with similar duties. The close co-operation of the two governments led to the appointment of an I.T.F. teacher, paid by the Greek government, in two Victorian state schools, and the appointment of four teachers, also paid by the Greek Government in the Victorian School of Languages. The co-chairperson of the MJSCE and the Education Advisor of the Greek Government in Victoria, Mr Evangelos Ioannides promised in his report in 1992 that the Greek Ministry of Education will be able to provide a teacher for the Victorian Distance Education Centre, to increase the number of scholarships for students studying Modern Greek and to provide two additional teachers for the Victorian School of Languages.

The official policy of the SA Department of Education reiterates its commitment to offer continuity in language learning and to give all students the opportunity to learn at least one LOTE during their formal education, their mother tongue and / or one of the eight priority languages. The policy recognised the role of the part-time language programs of the ethnic schools, crediting their subjects in the mainstream curriculum and referring to the students' performance in their day-school term reports. The main difference between the South Australian Policy on LOTEs and that of Victoria is that its Implementation Plan gives increasing priority to mother tongue development in both primary and post-primary school, which favours Modern Greek immensely. The Plan also prioritises the "languages which are of regional geographical significance to Australia", ie the Asian languages. Only modest tasks are set for second language acquisition of European languages.

In October 1991, the Ministry for Education of WA published its official policy on LOTE adopting a vague approach to protect and promote only six languages: "It is the Ministry's policy that access to quality LOTE programs be available to all students in its schools in accordance with their interest and needs, with the expectation that study of a LOTE will be available as a normal educational experience for all children"[20]. The policy plans for the progressive introduction of LOTE into primary and secondary schools so that access to quality LOTE education will be available to all students.

In WA, Modern Greek continues to be marginalised, not only by means of inadequate teaching but also because the subject is not recognised as a tertiary entrance scoring subject (TES) unlike French, German, Italian, Chinese, Indonesian and Japanese, which are the only priority languages. Despite the fact that Modern Greek is one of the five languages most widely used in WA, the only non-government, non-Catholic school operated by any ethnic group, is St. Andrews College in Dianella offering Greek language and culture as its core curriculum. Modern Greek is offered to over 1,200 government primary students, a program which is funded by the local Greek community[21].

19 Language Advisers were also appointed in German, French, Italian and Spanish, however, without a formal bilateral agreement between the respective governments.

20 LOTE Strategic Plan, Ministry of Education, WA, p.4.

21 A number of reports in WA have described this approach as conservative. Reference is made to McGaw Report, the 1988 Languages for WA. Report of the Ministerial Working Party prepared by Ian Malcolm and Susanne Golder, the 1985 New

To judge by the LOTE Implementation Plans of the various States, Modern Greek is a priority language only in SA, Victoria and NSW in spite of its claim to be the strongest maintained language, the language with the highest retention rate in education, the language with the highest number of post-graduate students at tertiary level, and the language with the strongest ethnolinguistic vitality in Australia.

Grounds for concern arise out of Leal's prediction (1990:47) that there will be short supply of language teachers once the national impetus for LOTE learning will begin, and make all the more urgent the resolution of issues such as that of qualified but unregistered teachers, the need for professional development of 'instructors' in Saturday Schools of Languages and ethnic schools by entering appropriate teachers' training schemes, and reinforcing language teaching at tertiary institutions.

Leal (1990:48-50) claimed that all State Departments of Education indicate that, the supply of LOTE teachers is seen as insufficient for current and emerging needs" in all States and Territories. It has been suggested that a 25 percent increase in LOTE teachers may be necessary even to meet minimal requirements. However, prospective teachers of Modern Greek were recently (January 1992) discouraged from undertaking courses in the Diploma in Education by the advisers of the Victorian Ministry of Education, who referred to a high percentage of unemployed teachers in Modern Greek. They were advised to continue with honours and post-graduate courses at their respective Universities. There is a strong demand for Modern Greek teachers in all other States, including those with less employing capacity, (WA, NT and Queensland) where often the teaching of the subject is covered by teachers who are not trained in Modern Greek, or even by unqualified HSC graduates, and the solution to problems of over-and under-supply between states may call for a nationwide scheme.

During the last two years, financial restrictions and actual cuts in the teaching of Modern Greek together with other LOTEs were high on the agenda of the financial controllers of certain educational institutions, including Colleges of Advanced Education and TAFE. The Head, of General Studies of the Perth' Central Metropolitan College of TAFE, A.V. Statkus, regretfully reported that there has been a severe drop in the enrolments of students in LOTEs from 2,301 students in 1990 to 1320 students in 1991 "due to cuts in staff and classes"[22].

Nevertheless, approximately 50 percent of LOTE / Modern Greek co-ordinators reported to this project that the State Ministry of Education's policies are supportive and sympathetic, while 32 percent characterised the State policies as "tolerant" and 18 percent as "indifferent". As examples of support, the compulsory study of LOTE, the appointment of Ethnic Teachers' Aide, the seminars for staff appraisal and in-service seminars were cited. However, serious complaints were also raised in the area of funding and resources.

Language Policy in WA, the Anderson Report, the Tunnock Holmes Report, all of which recommended changes to the Secondary Education Authority (SEA).

22 A. V. Statkus' letter to A. M. Tamis, 19.XII.1991.

4.1.2.1 Modern Greek in Pre-Primary Education

In 1992, Modern Greek is offered whether as a mother tongue development program or as a second language program in over 20 pre-school institutions in Australia, of which nine operate in Victoria. Bilingual pre-schools and child-care programs in Modern Greek operate in NSW, WA and Victoria. The International Grammar School in Sydney and the St. Andrew's College in Perth also offer Modern Greek courses, mainly for beginners, to their pre-school classes. St. John's College conducts a program in Thornbury, Victoria involving, however, only a restricted number of classes in Modern Greek mainly because of a shortage of suitably qualified staff.

In the pre-school language program operating on Saturdays in Templestowe, Victoria, all teacher-student contact takes place in Modern Greek. Students are introduced to letter drafting, story reading and art and craft in Modern Greek, and are involved in various language activities, including songs, games and visiting activities. The program was pioneered by teacher Kypros Kyprianou, who perceives the pre-school teaching of Modern Greek as a means of smoothing the transitioning to primary schooling and mother tongue acquisition. The classes at Templestowe received such a high level of support from Australian-born parents that the Greek Orthodox Community of Melbourne had to introduce a waiting list, despite the establishment and operation of two different classes.

St Andrew's Greek Orthodox College in Dianella, Perth, provides language maintenance program for pre-school pupils. In 1992, an increasing number of providers in Victoria, including the part-time community schools (Pythagoras School, Omiros College), commenced introducing pre-school language maintenance programs in Modern Greek. The popularity of the classes especially among second and third-generation parents is demonstrated by the sharp increase in the number of students attending these schools. The expansion of Modern Greek activity at the pre-school level, however, is viewed with some reservations by some educators within the Greek community who claim that the optimum age to commence language learning occurs in the later stage of the primary school.

4.1.2.2 Modern Greek in Primary Education

The teaching of Modern Greek in government primary schools has expanded considerably since 1982 and the opportunities for mother tongue maintenance and development have improved. Modern Greek is not offered in any independent primary school in Australia, other than those administered by the Greek community and the International Grammar School in Sydney. The rate of expansion in teaching of Modern Greek has increased rapidly in the last five years (1988-1992), as a result of State Governments policies on multicultural education and the teaching of LOTEs. Modern Greek is staffed in Australian government primary schools in three ways: supernumerary (when the Modern Greek teaching staff is appointed in addition to the general teachers), insertion and self-funded.

Information provided by State Departments of Education reveal considerable increases in the number of students enrolled in Modern Greek in all States, despite the variations in the size of primary school language enrolments between States. For example, in 1992 Modern Greek was offered to 3,581 children attending

government primary schools in NSW, of whom 65 percent were non-native speakers (Table 8). This represents a 73 percent increase since 1988. In Victoria, the number of students attending Modern Greek classes in 1992 in government primary schools was 4,265, an 8 percent increase over 1988. This number represents approximately seven percent of the LOTE enrolments in this State. In 1992, Modern Greek was the second most frequently taught language in primary schools staffed with supernumerary teachers in Victoria, after Italian, comprising approximately 10 percent of all students studying LOTEs. Modern Greek is also the language studied by most primary school children in NSW, attracting approximately 25 percent of the total number of students enrolled in the LOTE programs, while it is the second most preferred language of primary school children in SA.

In the last five years (1988-1992), the number of primary schools offering regular Modern Greek language programs increased dramatically, approaching the number in secondary schools (compare Tables 8 and 9). This is not in agreement with the comparatively low overall number of primary schools providing language programs. For example, only 372 schools offered a LOTE in Victoria, representing 24 percent of the 1,554 government primary schools, however, this represents a substantial increase compared with the 14 percent of the 1,579 primary schools in 1989[23]. More than 10 percent of these schools offered a language program in Modern Greek: 38 schools in Victoria and 36 in NSW.

In the early 1980s, despite demand and despite suggestions that the optimum age for language learning was the primary school age, the number of primary schools which offered courses in Modern Greek was irrationally low. In 1992, most of these school in Victoria, SA and NSW are offering Modern Greek as a second language acquisition activity. The problem that some primary schools face is the inadequate training of the teachers of Modern Greek and lack of continuity of their programs at post-primary level. In certain cases Modern Greek language teachers did not receive a proper training applicable to the language that they are teaching or did not upgrade their standard either linguistically or from the point of view of teaching methodology. Interviewers also drew attention to the temporary nature of many Modern Greek appointments, resulting from the shortage of qualified staff in some States, particularly in WA and NSW. It was also noticed that in the primary schools where Modern Greek is offered as a mother tongue language program, there are concerted efforts to make appropriate organisational and resource arrangements. In these schools, efforts are made to integrate Modern Greek into non-language component subjects such as sports, dance, cooking and even social sciences. There are certain deficiencies in key areas such as teaching material and staffing arrangements with the primary schools offering Modern Greek as a second language.

Most teachers teaching Modern Greek at primary schools are Australian-born with limited proficiency in Modern Greek. Particularly in schools which provide language programs from within their own staff, teachers tend not to be trained in Modern Greek. Many principals expressed the view that it is necessary to provide the opportunity for these bilingual generalist teachers to develop further their linguistic and academic abilities, and to be retrained in order to act as linguistically adequate teachers of Modern Greek particularly in small schools. The reliance of numerically small schools on specialist staff, eg supernumerary teachers, often has adverse effects as these teachers are seen by

23 Source: Department of School Education, Victoria.

the students and the generalist staff with some bias. Currently, the best qualified teachers are in the schools with supernumerary staff. In these schools, some sort of accreditation of the linguistic proficiency of the specialist teacher of Modern Greek has been applied since 1989. The number of supernumerary teachers has increased substantially the last three years, particularly in Victoria.

The function of the language programs in Modern Greek at primary level is reported to have changed. The strong tendency of the 1970s and 1980s towards mother tongue development programs in primary schools has been replaced over the last three years with programs towards second language, attracting greater numbers of students with NGSB. From 1990 the number of students of NGSB surpassed the number of students who had a home background in Modern Greek in NSW and WA. For example, in 1988 in NSW the total number of primary students of Modern Greek was 2,351 of whom only 818 were from a NGSB families. In 1992, of the total number of 3,581, students with NGSB were 2347 (65 percent). The changing function of Modern Greek is reported to have eased the difficulties of the curriculum with the application of a more simplistic and constrained syllabus, alleviated the competition in class between Greek-speaking and NGSB students, which acted as a disincentive for second language learners, and led to the sharp increase of the number of students taking Modern Greek. On the negative side, teachers were compelled to compromise in the areas of curriculum, to reduce their expectations with reference to the anticipated language proficiency and to improvise since it is rather difficult to apply proper streaming into beginners and the intermediate students.

State	1988	1989	1990	1991	1992
NSW	2351	2520	2608	3187	3581
Vic	3929	3562	3211	3453	4265
SA	4327	4326	4567	4801	4956
WA	84	304	708	778	916
Qld	90	-	-	-	-
NT	421	467	-	-	-
ACT	331	376	364	409	331
Total	11533	11555	11458	12628	14049

Table 8
The number of Modern Greek students in government primary schools (1988-1992)
Source: State Departments of School Education

Modern Greek is not offered in government primary schools in Queensland, Tasmania and NT. In 1992, Modern Greek language programs at primary level varied substantially in nature, objectives and intensity across Australia. There are six main streams of Modern Greek language programs offered, depending on the State, the socio-cultural characteristics of the student population of each school, demand and the school's philosophy:

a The bilingual program (offered only in SA, Victoria and NSW), whereby instruction is provided through the medium of both languages, one for certain subjects, the other for others, (for example Modern Greek for religious instruction, drama, dance and physical education).

b The partial immersion program (offered in SA and Victoria), where instruction commences in Preps through the medium of Modern Greek for subjects covering 70 percent of the whole curriculum, and 30 percent through the medium of English, only to be reversed in Year 6.

c The combined bilingual program (offered only in Victoria and in ACT until 1990) whereby instruction is provided through the medium of both English and Modern Greek. The teacher decides the syllabus content and the particular segments of a given subject which will be offered in one or the other language (see Lalor North Primary School program).

d The Modern Greek insertion language programs (offered only in WA), whereby Modern Greek is offered during the school hours by the teachers of the local Greek communities.

e The Modern Greek language maintenance program (offered only in SA, Victoria and NSW) whereby Modern Greek is functioned as an additional first to English and includes an extended history / culture and literature component.

f The Modern Greek as a second language acquisition program (offered in SA, Victoria and NSW), whereby Modern Greek is offered as a second (foreign) language, with emphasis on developing communicative skills of the students based around activities.

In many cases, there is no clear distinction in between the last three programs mentioned above. In some schools, there are mixed programs offering courses to GSB students as well as to NESB, while in a few, for example Coburg North, Victoria, students have the opportunity to select between a Modern Greek bilingual program, Modern Greek maintenance program and Modern Greek as a second language program.

In many instances, especially in WA, primary programs in Modern Greek have been developed as insertion classes following initiatives taken by the local Greek Orthodox communities or the school itself, and therefore, tend to be more diverse in their nature and implementation, compared with the normal Modern Greek primary programs in Victoria (or the secondary programs in all States). The insertion classes, which catered almost exclusively for the Italian language until the early 1980s, were adopted by the principals of the primary schools for Modern Greek language programs in States where the members of the Greek community were fewer in numbers and there were no provisions for regular Modern Greek classes. For example insertion classes in Modern Greek were introduced first in NT and Queensland where they were maintained until 1990. In 1992, there are more than 20 primary schools in Perth alone, offering insertion classes in Modern Greek (Section 4.6.2) only for one hour per week, with no coherent curriculum over all grades and with no provisions of continuity into the secondary level. In these schools, Modern Greek is compulsory for one or two years, only to be replaced by Italian or German in Years 5 and 6, because they are subjects offered widely in post-primary education. Interviewed school principals claimed that staffing problems arise from the fact that the Greek community groups involved in the insertion classes appoint teachers who are not properly trained and qualified, and thus create disciplinary problems in class and poor rapport with the students. In the NT, where Modern Greek had lapsed from all primary schools by 1990, it was explained that unless there is a reliable supply of qualified staff and teaching material and certain provisions for continuity of

study at secondary and tertiary levels, it will be difficult to encourage the re-introduction of the subject[24].

The most popular Modern Greek programs offered in Adelaide and Sydney are those involving second language programs, attended by 41 percent of the students, except in Victoria where these programs attract a limited clientele and are offered by only 25 percent of schools with Modern Greek programs. The combined mother tongue development and second language program is less popular in NSW and SA (34 percent), but is the most popular in Victoria (50 percent of all schools). The mother-tongue development program combined with bilingual programs is the third most popular attracting 12 percent of the schools, and is implemented, mainly as a transitional program in Victoria. The language awareness programs, which involve the cultural and artistic aspects of the language, are the least popular (5 percent). These programs are offered mainly by teachers with no linguistic background in Modern Greek.

The establishment of Modern Greek language bilingual programs in government schools does not have a long tradition in Australia. In 1978, Lalor North Primary School in the northern suburbs of Melbourne introduced the first bilingual program in Modern Greek attracting 26 pupils for its Preparatory, Year 1 and 2. Since then the program has developed a curriculum up to Year 6 catering for a total of 65 students. In 1992, the Greek program remained popular with a retention rate approaching 98 percent. This bilingual program is administered concurrently with the Macedoslavic and the mainstream English programs, offering an average of 12 full-hours per week in Modern Greek and 13 in English. Students attending the first three Years use Modern Greek as their medium of learning for 12 hours per week, while the number of hours is reduced to nine in Years 3-4 and to seven to Years 5-6. Modern Greek is alternately used with English in reading and writing sessions, in head writing, word study and the process-writing session, which is conducted, in both languages, on rotating basis. The students' reading folder includes both English and Greek books, while students attending mathematics are introduced to the subject in Modern Greek up to Year 2, until their vocabulary is adequate to understand the terminology and the subject matter. From Year 3 the subject is conducted in English. Social sciences is shared between both languages without repeating the same topics. Science and health are taught on an annual rotating basis, commencing with Greek. Finally sports and music are offered in both languages, depending on which teacher takes the session.

According to the practising teachers, the students of the Lalor North bilingual program are more creative, with a broader understanding of the language and the involved subjects. However, they complain about lack of continuity into secondary education. Currently there are four teachers involved in the Modern Greek bilingual program, sharing one full-time teaching assistant who is engaged also in class activities and the development and preparation of material.

Another form of bilingual program involving Modern Greek is the transitional bilingual program which is adopted by a number of government primary schools in Victoria[25] and the Australian Capital Territory[26]. In these schools, the

24 Currently the only language which could survive under these criteria in Darwin is Indonesian.

25 Reference is made to Coburg West, Brunswick North, Richmond and Richmond Community School.

linguistic emphasis moves from 70 percent in Modern Greek in Prep to 70 percent or more in English at Year 6. The students have the opportunity to commence their school with the bilingual program, which consists of 10 hours of Modern Greek language studies then to move, from Year 3, into a mother tongue maintenance program, reducing the periods of language studies in Modern Greek to five per week.

Lack of continuity into post-primary schools is a major problem and disincentive. There is a clear underprovision of Modern Greek second language programs in secondary schools drawing from bilingual feeder primary schools. Even SA, the State with the longest history of teaching Modern Greek in its primary schools during the post war period, paid no real attention to the issue of continuity from primary to secondary until 1991, nor to the appointment of full-time supernumerary specialist teachers of Modern Greek in specific primary schools. Most primary language teachers in SA are still itinerant. In 1992, the introduction of the LOTE Map by the SA government aims at identifying the secondary colleges which will act as continuation clusters for feeder primary schools.

In certain cases, the teachers of some primary schools who offer Modern Greek to NGSB students complained to the Modern Greek Project Team that not only do local secondary college lack adequate programs and resources to cater for the NESB students, but also, that in a few cases the Modern Greek teacher of the secondary college refused to accommodate the NESB students because of their inability to cope with the existing programs in his / her school. In the words of a primary teacher from Sunshine, Victoria:

> "... in 1992, there are more than 300 students who attend Modern Greek classes in my school. Modern Greek is compulsory and accessible to all students, most of whom (82 percent) are of non-Greek background. Yet, there is not any local secondary college to receive these students. The existing colleges prefer to accommodate only those students who have a sound knowledge of Modern Greek. They claim, that they have no resources to establish new streams according to the level of proficiency of their students in their classes, and by accepting the non-background students they place in jeopardy the chances of background-students to learn Modern Greek competently and soundly ..."

Case studies made by the Department of Greek Studies, La Trobe University, indicate strongly that Australian-born monolingual primary students in Modern Greek with insufficient knowledge of English, who commence their schooling in a bilingual school, tend to be more articulated in their pronunciation and vocabulary. The direct influence of the school combined with the lack of any prior knowledge which may act adversely are the two factors for the native-like control of both languages.

26 The North Ainslie Primary School implements a program catering for children from the first year of school to Grade 6, however the number of instruction hours were reduced to one per week in 1992.

4.1.3 Modern Greek in Secondary Education

4.1.3.1 Modern Greek in Government Schools

This section examines all government schools with secondary enrolments, except special schools. The Distance Education Centres (Correspondence Schools) and the (Saturday) School of Languages are separately presented.

Modern Greek studies in Australia were firstly introduced within the formal school system at secondary level at the beginning of the 1970s. Since then, the number of students attending classes in Modern Greek rose, declined, and began to increase again for the second time. Modern Greek enrolment patterns in government schools are determined mainly by the policy of the individual schools on language programs beyond Years 9 and 10, as evidenced by the fact that the secondary schools which provide a continuous language program in the Eastern States from Years 7 or 8 to 12 do not exceed 20 percent of their total number. According to available data[27] while more than eighty percent of the students in Year 7 (or 8 in the case of SA) study a language, at Year 12, with the exception of Modern Greek, the percentage shrinks to 2.5 percent except in Modern Greek. The decline in the number of students taking Modern Greek in NSW is most pronounced at the end of Year 8 (the study of a language is usually optional beyond Year 8) and Year 10. Modern Greek is not included in the "core" curriculum of any secondary school. Although most principals interviewed agreed that a second language should be part of the educational experience of every child, they stopped short of recommending or inducing any element of compulsion, after Year 7. Most of them agreed with the State Policy of NSW that all students must be exposed to the experience of language learning at least for one year across the whole ability range. The same tendencies applied in Victoria until 1991. From 1992 the State's LOTE policy requires the mandatory learning of a second language in Years 7-10. Secondary colleges in Victoria are thus directed to make a LOTE a core study available to all students, and it is anticipated that the pronounced decline in the number of students taking Modern Greek at the end of Year 8 will be arrested, while by 1994 a healthy increase is envisaged.

In States where Modern Greek is offered as a tertiary entrance scoring subject and in schools where it is taught together with Italian, Modern Greek appears to be weak in numbers in the junior secondary level, but, stronger in the senior levels, leading to VCE / HSC. This trend is expected to continue only in NSW and SA.

Modern Greek is amongst the six most frequently taught languages in government secondary schools in SA, Victoria and NSW, attracting more than seven percent of LOTE enrolments. Reinforced by the prevailing demographic characteristics, Modern Greek reached its maximum enrolments in Government schools in 1985, before its slow decline until 1990 in certain States (SA, Vic, and NSW). Since 1990 more students are studying Modern Greek (a) mainly because more schools are providing the subject, especially at the first two years of secondary education and (b) because the subject is selected by students from NGSB. According to available data, derived from the State Departments of School Education the

27 Reference is made to the Departments of School Education of Victoria, NSW and SA statistics of 1991.

number of students studying Modern Greek at the first year of the post-primary education has increased by 11 percent since 1989.

With the exception of Queensland, where male secondary students are numerically dominant (60 percent), there are no gender differences in Modern Greek enrolments at least up to Year 9, where the subject is compulsory to most schools. However, differences between the numbers of male and female students begin to emerge from Year 10, reaching its climax by Year 12, where female enrolments are more than double the male enrolments (71 percent) particularly in SA and Victoria.

The percentage of NGSB students receiving instruction in Modern Greek in secondary schools varies according to the State. The lowest is in SA (7 percent), the highest in NSW (37 percent), while in Victoria the rate is 28 percent. Most NGSB students attend the first three years of secondary education (88 percent), however, its further expansion depends on the available resources and the innovative talent of the teaching staff. For example, Andreas Botsaris, Modern Greek co-ordinator and teacher for the past 20 years in Woodville High School, in SA publishes a magazine in Modern Greek with his students, has his own radio program and keeps parents closely involved with the school. In his effort to maintain a strong Modern Greek vitality in the school he applies at least three streamings (beginners, elementary and advance) according to the proficiency of his students in the first three levels of the secondary education (Years 8, 9 and 10), and in addition he blocks together the competently strong students of Year 8 with the weak students of Year 9.

The fact that where vertical streaming is not applied, post-primary NGSB students compete with GSB students and recently arrived native-speakers of Modern Greek acts as a disincentive to second-language learners has been already discussed (cf. Tuffin and Wilson, 1991:7).

State	1988	1989	1990	1991	1992
NSW	3164	3035	2300	2800	2850
Vic	3837	3752	3724	3701	4012
SA	1313	1327	1258	1215	1326
WA	30	35	46	37	43
QLD	106	110	100	90	96
NT	107	140	160	178	198
ACT	69	76	58	36	-
Total	8626	8475	7646	8167	8525

Table 9

The number of Modern Greek students in Government secondary schools (1988-1992)*
Source: Education Departments, Departments of School Education and data collected by the Greek Project Team

** Excluding students of the State Schools of Languages and the Distance Education Centres.*

The number of LOTEs taught in government secondary schools vary from 6 in WA to 16 in Victoria. In 1992, Modern Greek was numerically the strongest overall after Indonesian in the NT (198 students), the third in SA, the sixth in NSW and Victoria with 2,850 and 4,012 students respectively. Modern Greek is also the language with the strongest retention rate amongst all LOTEs taught in Government schools to Year 12 in all States and Territories. For example, in 1991, there were 1294 Year 7 enrolments in Modern Greek in Victoria were (or 4 percent

of the total number of students studying a LOTE), compared with 11,200 in French (31 percent), 7,259 in Italian (20 percent) and 6,368 (18 percent) in German. However Modern Greek in government schools retain 237 enrolments to Year 12 (25 percent of the total number of students enrolled in a LOTE), compared with 181 enrolments for French (19 percent), 98 for Italian (10 percent) and 123 in German (13 percent) (Figure 1).

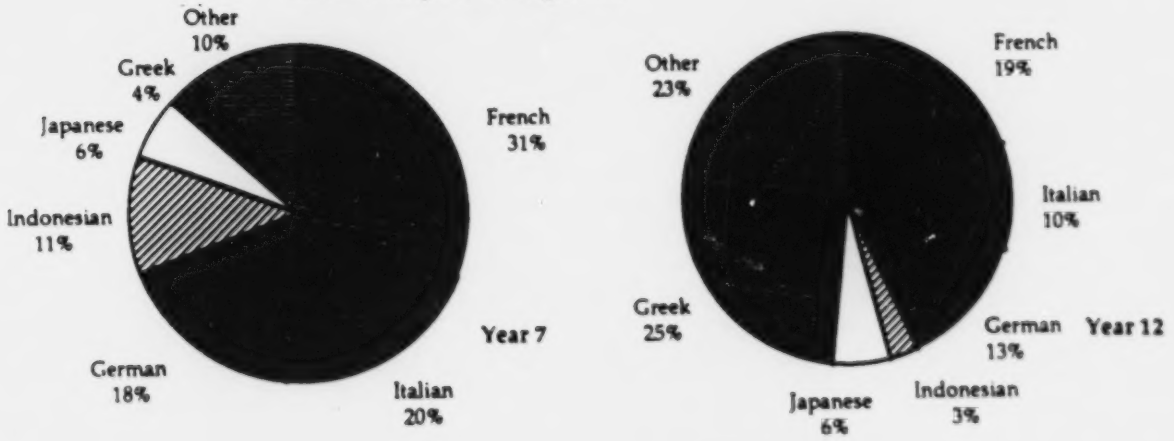


Figure 1
Percentage of LOTE enrolments in the various languages at Year 7 and Year 12 in government secondary schools, Victoria, 1991.
Source: Department of School Education, Victoria.

The Modern Greek enrolments in absolute numbers began to decline from 1986 to 1990 in all States, until their revitalisation in 1991. In SA a new system for assessment of prospective students of Modern Greek was introduced and second language programs increased at the expense of mother tongue programs. The Greek Curriculum of Committee in SA introduced an extended syllabus for the beginners and "false bilinguals", maintaining the specialist syllabus for the advanced learners. In addition the Committee approved an Accelerated Course at Year 11 and 12 for students with no prior linguistic background. However, the modest decline in the absolute numbers in Modern Greek, in some States, should be viewed together with the substantial increase of the total HSC / VCE student numbers in the same period, eg in Victoria the number of HSC / VCE students rose from 25,455 in 1984 to 44,259 in 1989. This means that in actual terms the Victorian increase in the absolute number of students who choose to do Modern Greek in 1991 was eliminated in proportional terms by a more substantial increase of the total number of HSC / VCE students.

This increase in the numbers of students studying Modern Greek is not in agreement with the broader trend for languages at matriculation level. The relatively healthy increase in the number of Modern Greek students at matriculation level, particularly in Victoria can be related to the favourable policies of the local universities and the efforts for language maintenance of the local Greek community among other factors. Three Victorian universities proposed to award a 10 percent bonus mark for those students undertaking a LOTE at matriculation. In other States, however, there was either a modest decline or stability mainly because of the restrictive guidelines for Year 12 curricula, and the lack of real incentives for their prospective students.

State	1988	1989	1990	1991	1992

Vic	1037	1004	880	983	1054
NSW	784	769	623	611	612
SA	200	205	213	183	182
NT	14	12	16	15	16
Qld	14	11	15	17	19
Total	2049	2001	1747	1809	1933

Table 10

The number of students undertaking Modern Greek courses at Year 12 level
Source: VCAB (Victoria), SAPSA (SA), NSW Department of School Education and the Greek Project Team

Yet, the overall situation even in Victoria is far from favourable. In all States, the current matriculation guidelines in Maths / Science courses necessitate students to enrol in English, Reasoning and Data, Change and Approximation (or alternatively Maths 1 and Maths 2), Physics and Chemistry, requiring those interested in taking a LOTE to take an additional sixth subject. Those wishing to study engineering or a medical course have no option but to take Biology as their sixth subject and are thus excluded from the study of a LOTE at Year 12. In Victoria compulsory Australian Studies in Year 11 inhibited students selection of LOTE. Compulsion was rescinded in late 1991. As the Vice-Chancellor of the University of Melbourne, pointed out:

> "This is happening at the very time we need scientists, engineers and other professionals to have far greater commitment to foreign languages if Victoria is to develop its economy appropriately ..."

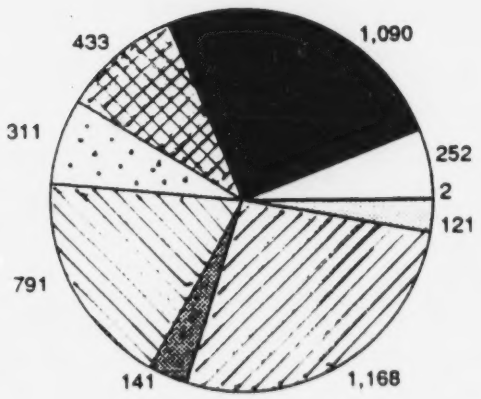
(The Sunday Herald 15 Oct. 89, p.14)

In Victoria in 1992, Modern Greek continued to attract the highest number of enrolments at Year 12 out of the 30 languages offered (Table 11 and Figure 2). As Modern Greek is not offered at the majority of State schools as part of their normal teaching program, many candidates enrol with the Distance Education Centres (Section 4.1.3.2.), the State Schools of Languages (Section 4.1.3.3), the Independent Schools (Section 4.1.3.5) and the full-time and part-time community schools organised by the Greek community (Sections 4.1.3.4. and 4.1.3.6). In fact the major source of Modern Greek matriculation candidates in Victoria are the schools organised by the local Greek community, which provide 62 percent of the candidates. These schools have been accredited and fully recognised only by the Education Department of Victoria since 1990.

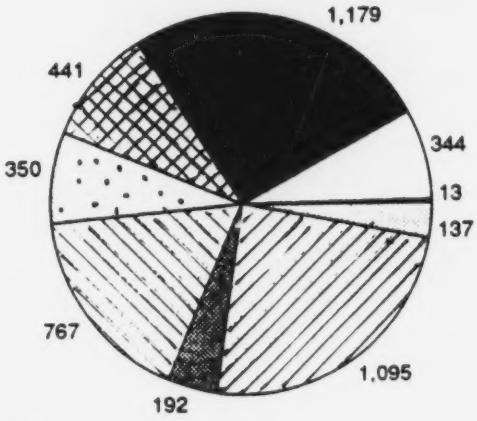
LOTE	1986	1987	1988	1989	1990	1991	1992
Arabic	2	13	19	18	20	43	66
Chinese	252	344	612	742	804	767	688
French	1090	1179	1117	1087	1011	876	891
German	433	441	499	516	473	474	473
Indonesian	311	350	502	525	468	349	321
Italian	791	767	778	688	753	688	691
Japanese	141	192	226	273	326	363	393
Modern Greek	1168	1095	1042	1014	887	983	1054
Spanish	121	137	168	180	177	196	198

Table 11

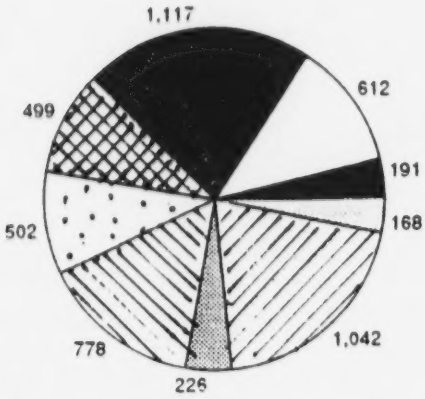
Numbers of candidates for matriculation in the nine most preferred languages (Victoria)
Source: Adapted from VCAB



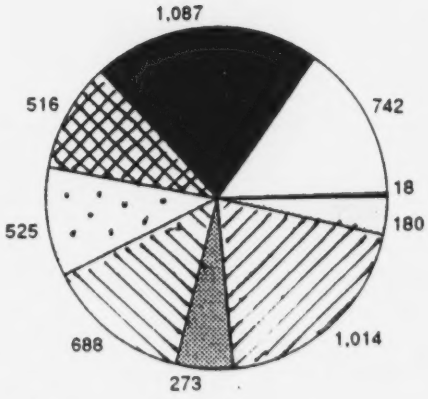
1986



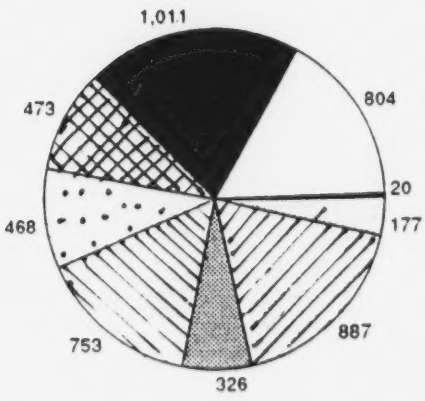
1987



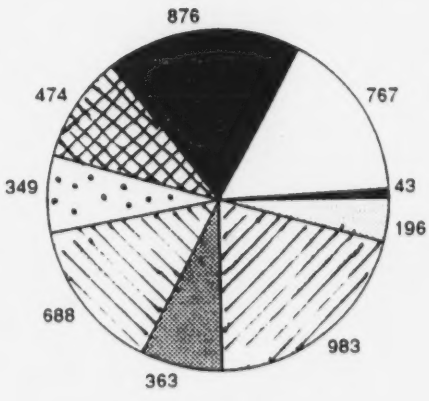
1988



1989



1990



1991

Figure 2
Year 12 Enrolments 1986-1992

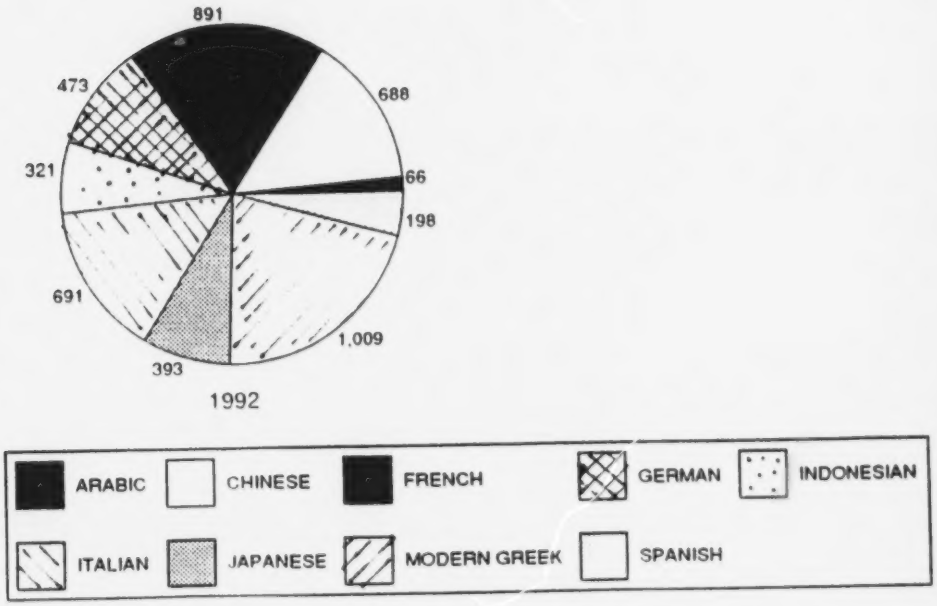


Figure 2 cont.
Year 12 Enrolments 1986-1992

Modern Greek enjoys strong retention amongst secondary students for a variety of reasons including the large number of mother tongue language programs operating in many schools, the stable use of the language within the Greek-Australian families as well as the symbolic function of Modern Greek in the identity of students of Greek origin. There have been attempts, mainly in Victoria, to introduce Modern Greek bilingual courses at government post-primary level. The most recent were adopted in Victoria at Brunswick East High School and Pascoe Vale Girls High School, in 1986, however, following the abolition of the National Advisory Committee on Multicultural Education, the body which was funding the programs, the bilingual programs were progressively turned into Modern Greek language maintenance programs in 1988, and as from 1992 were further simplified to admit NGSB students.

Each school that the Modern Greek Project Team visited had its own methodological approach and its unique characteristics, but in broad terms it is possible to identify a few models. In certain schools, Modern Greek is a core subject together with other LOTEs only after Year 7. In their first year, students are enrolled mandatory in four different languages for a period of two months, in order to select empirically the language which they will pursue. From Year 8 to Year 10 they enrol for three hours per week in the language of their choice. This model attracts many NGSB students (approximately 76 percent) and Modern Greek is offered purely as a second language. The retention rate of this program is not impressive as only a small percentage of the NGSB students (12 percent) reaches Year 10, while no student attempts the HSC / VCE course.

Another model involves the mandatory teaching of a LOTE only for the first two years of the post-primary schooling for three hours per week. Most schools in Victoria and NSW use this model. The Modern Greek program caters mainly for GSB students. The most serious problems faced in this type of schools are: (a) lack of proper streaming according to background and NGSB clientele and (b) non-availability of separate syllabus material.

A third model involves teaching a LOTE on a core basis, usually for four hours per week, up to Year 10. This model also is applied to a great percentage of NGSB students in Victoria and NSW (approximately 45 percent). In most schools, the classes are organised on composite learning levels, utilising the elementary group together with the advanced employing, different syllabus and approaches in class. However, in some other schools, eg Northcote Secondary College, Victoria, there are three different streams of Modern Greek for the first-year students, for example, the elementary and intermediate for NGSB students, the children of inter-ethnic marriages and some passive bilinguals, and the advanced for GSB students. As far as it was possible to ascertain from the records of the schools implementing this program, the number of NGSB students remains high to Year 10, only to be levelled by Year 11, when they are required to follow the demanding VCE / HSC coursework. Prior to Year 11 the degree of acceptability of the subject remains high amongst the students of this program, as this is manifested by the duration of mandatory teaching and high number of periods involved.

According to the Department of School Education of Victoria, Modern Greek is selected proportionally by the largest number of students and is the language spoken at home by the largest proportion of students amongst community LOTEs (McRae' (1991:10).

Language	% of total enrolments	Language spoken at home as a % of government school enrolments
Modern Greek	2.27	3.19
Chinese	1.65	0.97
Italian	1.54	1.9
German	0.93	0.45
Vietnamese	0.7	1.27
Spanish	0.4	0.52
Croatian	0.3	0.56
Turkish	0.24	0.98

Table 12

Selected language subjects by share of students enrolment, and language spoken at home as a percentage of government school enrolments, 1989
Source: D.McRae' Report (1991)

Although Modern Greek has been accredited for matriculation purposes in all States and Territories, it does not count as a university entrance scoring subject in WA, while in NT and Tasmania and ACT, it is possible for Modern Greek candidates of these States to be assessed in SA, Victoria and NSW respectively. In 1992, following the introduction of the new VCE assessment in Victoria, the Modern Greek candidates from Tasmania were transferred for assessment to NSW, while Year 12 studies in Modern Greek were phased out from ACT in 1991.

Some 48 percent of Year 12 students in Modern Greek are enrolled in government institutions. Most of them, particularly in Victoria, attend classes organised by the ethnic schools and the Greek Orthodox Independent Schools. Teachers expressed to the Modern Greek Project Team their belief that the status of Modern Greek must be improved especially amongst NGSB students. Currently only a four percent of NGSB students and "false bilinguals", manage to reach the matriculation examinations in Australia. Some teachers attributed the low percentage of NGSB Year 12 students of Modern Greek to the assessment system at matriculation. However, the question of disincentives for second-language learners is much broader than assessment at Years 11 and 12. Most teachers agree that the disincentives to Modern Greek learning by NGSB students are:

a assessment procedures at matriculation level. Many NGSB students are unwilling to compete with GSB students. In SA, NSW and WA different assessment criteria are applied by the Secondary Education Authority (SEA) for GSB speakers and NGSB speakers of a LOTE.

b the structure of Modern Greek syllabuses. Currently there are no secondary courses which effectively provide for both language maintenance and second language learning. The provisions of separate syllabuses to cater for 'native' and 'non-native' speakers, however, does not meet with the approval of all sociolinguists. Clyne has on numerous occasions (1982:118-20 and 124-129; 1991b:23) expressed concern that much distinctions "could lead to discriminatory procedures, especially considering the whole range of pupil categories".

c non-streaming of Modern Greek language programs. All existing Modern Greek language programs in operation tend to cater for academically able students. There is no real attempt to devise language programs suitable for students at all levels of ability.

The NGSB enrolment is expected to rise substantially in SA with the introduction of an extended program designed to cater for the needs of students with no previous or limited knowledge of Modern Greek. This program is also expected to enlarge the catchment area within the Greek community to include GSB students with a non-native-like command of Modern Greek.

Under the current arrangement, Modern Greek is experiencing high attrition rates especially after Year 10 (Table 13). Although the language with the highest retention rate, Modern Greek follows the general attritionary levels of other LOTEs, but with a much small percentage. In 1991, in Victoria, the number of enrolments in Modern Greek reduced from 1,294 in Year 7 to 373 in Year 10 (an attrition of 71 percent), while German enrolments reduced from 6,330 enrolments in Year 7 to 522 in Year 10 (an attrition of 92 percent), Japanese from 2,060 to 486 (76 percent), Indonesian from 4,086 to 314 (92 percent), Italian from 7,259 to 972 (87 percent), French from 11,220 to 1,250 (89 percent). Notwithstanding the reduction in the overall student intake in Government schools during the same period, the rate of attrition for Modern Greek in 1991 was relatively higher if compared with the 1989 enrolments, when the number of enrolments was reduced from 1,033 in Year 7 to 522 in Year 10 (only 49 percent).

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
1989	1033	901	625	522	382	289

1991	1294	1021	542	373	230	237
1992*	1320	1100	610	460	340	280

Table 13
The Modern Greek enrolments in Victorian government post-primary schools (1991)
Source: Victorian Ministry of School Education
** estimated, based on the responses to project questionnaires*

The LOTE advisers surveyed attributed the tendencies of students not to continue Modern Greek from Year 10 to 11 to lack of interest, to having reached a self-evaluated stage of proficiency and to vocational constraints. Many advisers claimed that inadequate competence in the language induces lack of interest on the part of the students and leads to abandonment of the subject. Most advisers (80 percent) claimed that students are not fully aware of the career opportunities available to bilinguals in the areas of tourism, the hospitality industry, diplomacy, education and professional fields.

According to LOTE advisers surveyed, the encouragement that students receive from the general school environment to pursue Modern Greek studies varies from moderate to high in urban centres, and to almost negligent or non-existent in the country areas. Most of them (82 percent) believe that the promotion of the National Policy on Language did not have any positive effect on the teaching of Modern Greek in country areas. The major problems identified as affecting the teaching of Modern Greek in the country areas were isolation, since it is not a major LOTE and access to information about resources. In the words of Ms Bernadette Brouwers, LOTE adviser for the Central Highlands Wimmera Region, Victoria:

> "... Modern Greek has not been identified as a target language for our region and I would not anticipate much growth. I am hoping to involve the Greek community (local) in some "multicultural" activities with primary schools in 1992. LOTEs are slowly beginning to be acknowledged in our region, but there is an area which sees itself as white Anglo-Saxon and thus having no need to learn other languages ..."

In terms of curriculum areas, most students of Modern Greek opt for science and commerce courses (83 percent) in all States and Territories. Their six most popular subjects, excluding English and Modern Greek, are Mathematics, Legal Studies, Biology, Accounting, Chemistry and Economics (Marae 1991:11ff). This would suggest that many students enrol in Modern Greek, with vocational considerations in mind are oriented towards a profession which requires linguistic skills as an adjunct, rather than towards teaching or interpreting. Since 1990, enrolments in the Arts and Humanities courses by students of Modern Greek have been markedly lower than average. Victorian data (1990 and 1991 VCAB records), reveal that subject selection by students of Modern Greek offered a tertiary place is consistent with the pattern for the cohort as a whole (Table 14).

Students of Modern Greek tend to perform less well overall at VCE / HSC than, for example, students undertaking Japanese, German and French, but, considerably better than students taking Turkish and Vietnamese.

Course	% of total offers	% of offers to Modern Greek students
Humanities, La Trobe	2.7	5.0
Arts, Monash	2.7	3.4
Science, Melbourne	2.5	2.1
Science, Monash	1.9	2.5
Arts, Melbourne	1.4	1.5
Primary Teaching, VC.	1.4	1.0
Social Science, La Trobe	1.3	3.9
Economics, Monash	1.2	1.8
Biological Sciences, La Trobe	1.0	2.4

Table 14
Indicating order and percentage of offers of tertiary places to the total cohort of successful students with offers to Modern Greek students (Victoria, 1990)
Source: VCAB

The overall pass rate of students undertaking Modern Greek in Victoria at VCE / HSC was 74 percent in 1990 compared with on average 81 percent for the total cohort. The pass rate in English for the same students was 74 percent, again below the average 83 percent.

This can be explained with reference to the influence of the standardisation procedures, the effects of migration, the residential patterns (Modern Greek students are drawn from the less affluent northern and western suburbs of the capital cities), educational background (type of school attended) and socio-economic environment. Almost 10 percent fewer students of Modern Greek attained their first preference in tertiary placement compared with the whole student group.

The average weekly teaching time for Modern Greek is 165 minutes at Year 7 in most secondary schools in Victoria, NSW and SA, rising to 220 minutes at Year 12. There is some variation in teaching time, from State to State and from school to school, depending on the program and the status of Modern Greek. Only a few schools, mainly in NSW, use double periods, which are not conducive to effective language learning. At secondary level there are no compulsory brief courses in Modern Greek aiming at the cultural aspect of the language as was the case in the 1970s and early 1980s. Only a few schools, mainly in Victoria, for example Prahran and Coburg Secondary Colleges, offer additional subjects taught through the medium of the Modern Greek, namely religious studies and social studies respectively.

All secondary schools offering Modern Greek require a minimum of two years study of the subject. In some schools, language co-ordinators are prepared to introduce Modern Greek at Year 9 in an attempt to operate within the constraints of a shrunken budget, provided that an appropriate curriculum prepared their students adequately for the matriculation examinations four years later. In 1992, the Modern Greek Steering Committee of SA prepared and will implement a matriculation program for NGSB students (extended program) as well as an intensive course for those with inadequate linguistic proficiency (accelerated program). In the words of a co-ordinator:

> "... we need to be aware that the nature of our students is changing - we are now catering for students with no or limited knowledge of the

> Greek language and therefore, our courses should be more accessible to these "new" type of students. We also need to provide them with more incentives and more resources to continue to study the language ..."

High on the list of concerns in many responses to Project questionnaires were the organisational problems posed by class sizes. Many teachers claimed that staffing formulae discourage schools from operating small classes and thus Modern Greek classes are frequently either combined or phased out. Composite classes adversely affect the quality of teaching while the number of small classes that are abandoned as a result is alarmingly high. The problem appears more persistent and serious with classes beyond the first two Years of secondary education. The situation appears, however, less serious with rich independent schools, where, usually small classes in Modern Greek are allowed to proceed. It was found that approximately 25 percent of the Victorian co-ordinators claimed that there has been an unsatisfied demand for lessons in Modern Greek due to clashes in the timetable, unnecessary placement of ceiling on the minimum number of students as a prerequisite for any operation of Modern Greek classes and the restricted numbers of language teaching hours. In the words of a Modern Greek co-ordinator:

> "... the study of a language requires the allocation of more resources and time, at least 3-4 periods (45 minute) than what is presently allocated. The 'community' languages, especially Arabic, Turkish, and Greek are presently being systematically starved into extinction and replaced by the so called 'trade languages' in government schools ..."

Interviewed secondary teachers and co-ordinators in SA and NSW reported strong mother tongue maintenance and even development until 1986 and than a slow decline not only in the number of students of Greek descent undertaking the subject but also in the quality of Modern Greek. Most of them believed that the linguistic proficiency of the students depended on the frequency and the extent of instruction received. For example, students who were not attending Modern Greek in both State and afternoon school, were performing badly, did not have strong academic inclinations and were the first to drop the subject. The same teachers, however, indicated that the implementation of the National Policy on Languages in 1992 facilitated a more positive approach by the students as well as the broader school communities towards Modern Greek along with Arabic, Italian and Chinese, particularly in NSW where the greatest number of speakers of these languages reside.

Available data (Senate Report 1984:151-154) attest that in 1983, 15 percent of secondary schools in Australia did not include a language among their curriculum options. In 1992, this proportion increased to 20 percent in Victoria, SA, and NSW, and over 45 percent in other States. There is only one Modern Greek language-oriented secondary school in WA (Mount Lawley), one in Brisbane (Brisbane State High School), and two in Darwin (Darwin and Casuarina High School).

The surveyed advisers reported parental support for the teaching of Modern Greek as non-existent to moderate in all States, except Victoria where some advisers claimed that their support was high especially in financial terms. The presence of Greek-born parents in the school councils is very low, while only 36 percent of the schools where Modern Greek is offered operate an active Greek

Parents Association. In Victoria, Greek parents were active in the decision-making bodies of government secondary schools until 1986, when they maintained a collective representative body comprised of delegates from existing Greek Parents Association with an elected Statewide President and executive council.

One of the major problems that the Modern Greek Project Team has identified with reference to the promotion of Modern Greek in the Government post-primary schools in all States is the lack of any real and essential co-operation, and thus continuity, between feeder primary schools and the prospective recipient post-primary institution. Modern Greek operates at post-primary level, either in regions with no substantial number of feeder primary schools offering the subject, or with no substantial communication between Modern Greek teachers of secondary schools and their prospective primary school clientele within their region. In certain suburbs, particularly in Melbourne and Sydney, while there are more than two post-primary schools offering Modern Greek, the primary schools in the same suburbs are either not offering Modern Greek or there is a clear underprovision in Modern Greek classes. For example, while Modern Greek is offered to 49 post-primary schools in Victoria, only 24 primary schools with supernumerary staff have introduced the subject.

Furthermore, the importance of continuous restructuring of the availability of teaching sources in both Victoria and NSW is important to be placed on a more practical perspective directly relevant to the prevailing LOTE underprovision, especially in local areas where Modern Greek is not offered in the mainstream system. With the continuous internal immigration of Australians into developing suburbs, the offering of LOTE should be always under constant restructuring and review. For example in the area of Keilor, a Western suburb of Melbourne, the local population increased by 30,000 during the last five years (1986-1991). The Greek-speaking constituents of Keilor are the second-largest group after Italian. Yet, at elementary level, only one primary school is offering Modern Greek, despite the demand.

4.1.3.2 Modern Greek in Distance Education Centres

Since 1978, Modern Greek has been offered without interruption in the Distance Education Centres (DEC) of Victoria and NSW. Modern Greek is provided in Victoria amongst five other LOTEs and Latin to secondary students across Victoria, mainly from country areas and remoter suburbs. In 1992, approximately 2,000 students from government, independent and Catholic sectors were enrolled, mainly in their senior years of schooling, as well as students not currently attending school.

In 1992, Modern Greek was the fifth most popular language offered by DEC with a total of 130 students. Courses cater for students in Years 9-12, two thirds of whom are drawn from the government sector. Since 1988, 70 percent of the students enrolled in Year 11 and 12 courses, of whom approximately 75 percent were female. Since the introduction of Modern Greek in the Correspondence School in 1978, the curriculum for Year 12 students has been re-organised in 1980 and 1991. Due to underprovision of staff, it has not been possible to upgrade the curriculum for the first two levels during the last fifteen years. Year 9 and 10 courses are designed to meet the educational needs of "false beginners" in Modern Greek and Year 11 functions as an intermediate stage, before entry into the

advanced classes of the VCE / HSC. The courses have not managed to attract NGSB students. Those who enrol initially, drop the course within a few weeks because of its unsuitability for their linguistic and cultural needs. The Head of Modern Greek in the DEC attempted a number of times to alert the Ministry to this issue, requesting additional staff to provide a preliminary course for true beginners, but with no success.

Despite the current stability of the enrolments in Modern Greek, the number of enrolments in Year 9 and 10 Modern Greek is expected to continue to drop, unless new courses for true beginners are designed and offered by 1994 and extended to include at least Year 8[28]. It should be noted that 30 percent of Year 9 students and 15 percent of Year 10 are NGSB students. The failure to provide Modern Greek courses at DEC for Year 7 and 8 students is inconsistent with the Victorian Department of School Education policies for compulsory LOTE learning from Year 7 to 10.

The current structure of the DEC curriculum presupposes at least 200 hours of instruction per annum, focusing mainly on the language and to a lesser extent culture. However, with a student:teacher ratio more than four times higher than that allowed in regular school classes and with the additional demands imposed by corrections and redrafting of the essays for the Common Assessment Task required by the VCE program, there is little prospect of improvement in the areas of curriculum and teaching. (Current ratios: Year 12 50:1, Year 11 60:1, Years 9-10 70:1, while in most post-primary government schools, as well as independent schools being in recurrent funding category 8 and above, the ratio is 17:1),

Year	1988	1989	1990	1991	1992
Year 9	35	30	25	15	15
Year 10	35	33	25	20	18
Year 11	45	35	30	35	30
Year 12	65	60	60	60	60
Total	180	155	130	130	123

Table 15

The number of Modern Greek students enrolled in classes organised by the Distance Education Centre of Victoria (1988-1992)

Source: The Modern Greek co-ordinator DEC, Victoria

The NSW DEC offers two types of courses, a fully-designed course addressed to full-time students residing in remote country areas of the State and one single-subject course catering for the students within the Sydney metropolitan region, whose schools do not provide all the subjects of their choice. The latter course is administered by the Open High School, employing four teachers and, amongst other LOTEs, Modern Greek plays an important role.

The NSW Open High School offers a wider and more flexible range of courses in Modern Greek compared with Victoria, commencing from Year 8. Students at Year 12 have the opportunity to select from three different courses according to their background, the duration of formal study and their linguistic competence. Although Modern Greek is offered by the Open High School to students from Year 8 to Year 12, almost 84 percent of the total student enrolments belong to the last two senior levels. According to the Principal of the School, Bruce Bollan,

28 In 1992, three language projects of DEC, French, German and Indonesian have prepared and introduced courses for Year 7. Italian, Modern Greek and Japanese were not able to follow the trend.

Modern Greek remains a popular subject in 1992 attracting mainly students of a NGSB. "It is the fact that non-Greek students express interest to attend and study Year 11 and HSC levels that make Modern Greek a subject under long-term demand". In 1992, there were more NGSB students (68 percent) who were attending Modern Greek compared with background students in all Years, including HSC. Of the total of 102 students enrolled, eight attend Year 9, eight Year 10, 31 Year 11 and 42 students study Modern Greek at HSC level. Of the 31 students of Year 11, twelve are of NGSB who commenced their studies in the accelerated program in Modern Greek as beginners to complete it by 1993 as HSC students. In 1992 there were only 18 HSC students with a "native-like" control of Modern Greek being background students (studying the 3U course), there were 20 students enrolled in the 2U NGSB intermediate courses and four NGSB students attempting Modern Greek at HSC level.

4.1.3.3 Modern Greek in Schools of Languages

In 1992, Modern Greek courses are offered only in the School of Languages of NSW, and Victoria. Modern Greek is not offered by the Saturday Schools of Languages of SA, and WA. The function of Schools of Languages are to supplement the mainstream provision for Modern Greek in each State, and thus vary substantially in their curriculum and provisions for professional development of staff as well as in the emphasis of their LOTE teaching. For example, the WA School of Languages offers only two languages Japanese and French; the Victorian School of Languages (VSL) provided instruction in 36 LOTEs; while in SA only non-mainstream languages are offered by the South Australia Secondary School of Languages (SASSL). In an attempt to rationalise the teaching of languages the SA government has commissioned a survey called LOTE MAPP to investigate where languages are taught and whether there is a link between primary and secondary levels. According to the Principal of the SASSL the whole program will be restructured and extended to country areas and provincial cities, following the VSL model. Currently, Modern Greek is not taught to avoid duplication, as only the non-priority languages are offered in SASSL.

State	Centres	Teachers	Students	% total enrolment
NSW	9	49	965	12 (100%=7956)
Vic	18	76	1117	12 (100%=10749)

Table 16
The number of Modern Greek teachers and students in Saturday School of Languages (1992)
Source: Data collected by the Modern Greek Project Team

Modern Greek and Italian are the most popular languages in terms of the number of providing centres in the Victorian School of Languages and are offered by more than 61 percent of both metropolitan and country Centres[29]. The VSL is the largest provider of LOTEs in the Victorian Government school system, incorporating approximately nine EFT registered teachers and 500 sessional instructors, most of whom are not registered. In 1993, the Victorian Government

29 The Victorian School of Languages, previously known as Saturday School of Modern Languages, was established in 1935. The Saturday School of Community Languages of NSW began operation in 1978 in six centres in Metropolitan Sydney offering programs in 16 languages.

intends to upgrade the status of the VSL teachers by asking the Registered Schools Board of Victoria to assess and offer these teachers proper accreditation, and by introducing special courses for their academic and professional development[30]. The Saturday School of Community Languages of NSW operates Modern Greek classes in eight of the 16 centres both in the metropolitan area as well as in Newcastle and Liverpool. The WA government has also adopted a plan to reform and develop the Saturday School of Languages by the end of 1993. It is anticipated that four languages to be offered will not include Modern Greek (*LOTE Strategic Plan* of the WA Ministry of Education).

Modern Greek sessional instructors, employed on a casual basis, fall into three main categories ranging from those who are registered teachers (68 percent) and have proper Modern Greek qualifications to those who have no recognised qualifications at all (7 percent). The remainder are instructors who either have Modern Greek qualifications but not teacher registration or are currently tertiary students of Modern Greek. The number of qualified and registered instructors in Modern Greek is the highest of all LOTEs, after French, in Australia. In Victoria, 73 percent of all Modern Greek instructors were fully qualified and registered.

In 1992, the Greek Government has contributed to the implementation of Modern Greek courses designed by the Victorian School of Languages with the appointment of two full-time teachers in the provincial cities of Geelong and Shepparton. According to the Greek Education Advisor, Evangelos Ioannidis, "the Greek government will assist Modern Greek courses to reach every country school in the State irrespective of high or low concentration of Greek-Australian settlers, including Swan Hill and Werribee"[31].

A number of interviewed fully-qualified and registered sessional instructors of Modern Greek in the VSL voiced their concern regarding the employment arrangements and their overall conditions. They claimed that their casual and unsecured employment and the low status of 'instructors' (as opposed to "teachers"), despite their qualifications being comparable to those required of LOTE teachers, are saving the Government millions in costs, at the expense, however, of proper and professional language teaching. In the words of an appointee:

> "... the government is using the VSL current structure in order to diminish the demand for proper teaching appointment in government schools, since more the 60 percent of the Modern Greek students attending our classes are from government school sector. So, the Government instead of appointing full-time teachers within the mainstream system and giving them the appropriate status of a teacher, they resolve the educational and linguistic needs of the community with the appointment of casual instructors paid by the hour, with no infrastructure costs, holiday pay ..."

The School of Languages in Victoria and NSW usually offer 90 instruction hours in Modern Greek during the year outside regular school hours. Although the majority of the Modern Greek enrolments are in Years 7 and 12, language instruction is available from Year 1 to 12. In Victoria, the VSL is the third major

30 Interview with C. Andreana, 15.5.1992.

31 Evangelos Ioannidis interview, 20 and 25 April 1992.

provider of LOTE at Year 11-12 after the Greek community-based schools and the government schools. The number of instruction hours were increased in 1992, for Years 11 and 12 to 110 to bring the contact time into line with the university entry requirements and mainstream school practice.

The number of Modern Greek enrolments in Schools of Languages has declined dramatically from 1986 to 1991. For example in 1986, Modern Greek enrolments in Victoria constituted 30 percent of the overall LOTE enrolments in the Victorian School of Languages, in 1991 they represented only 12 percent of the total 10,749 students. The number increased in 1992 with the introduction of Modern Greek in more provincial cities, for example in Shepparton, and Mildura, where two classes in Modern Greek began to operate in each city, attracting new clientele. According to the Principal of the VSL, G. Freeman, the number of students in Modern Greek is expected to remain stable in 1993, in the metropolitan region, while a moderate increase is expected in country areas, particularly with the expansionist program that the VSL follows. By 1993, new Modern Greek courses will be established in Morwell, while particular emphasis will be placed on primary and mature-age enrolments in the main metropolitan centres.

In 1991, the NSW Saturday School of Community Languages operated LOTE classes in 16 metropolitan and country centres attracting 7,854 students of whom approximately 12 percent (895) were enrolled in Modern Greek. Not all of the 49 Modern Greek instructors are registered with the NSW Department of School Education, although most of them (82 percent) are fully qualified.

Responses to Project questionnaires and interviews indicate that Modern Greek courses at both Victoria and NSW Schools of Languages attract mainly from the government sector (approximately 67 percent compared with 19 percent from independent, 10 percent from Catholic schools, and four percent mature-age students).

Unlike non-priority languages, Modern Greek has particularly large secondary enrolment. Although Modern Greek is offered in years 7 to 12, it appears that the percentage of students begins to increase in the School of Languages only after Year 10, when the teaching of LOTEs in most government schools becomes optional and marginalised. For example, in the government sector, while 96 percent of Year 7 and 8 students doing Modern Greek attend regular day schools and only four percent the VSL, by Year 10 the percentages change to 80 and 20 respectively, while in Year 12 the percentage of students attending regular schools is reduced to 27 percent as against approximately 60 percent of students who attend the VSL[32].

The male / female ratio is almost balanced in the Schools of Languages compared with the government mainstream primary and secondary schools offering Modern Greek. A survey in three major metropolitan centres in Melbourne and two in Sydney indicate that almost 55 percent of their senior students were female, compared with 70 percent at senior Years in government mainstream schools.

32 The remaining, 13 per cent of students, attend the Victorian Distance Education Centre.

4.1.3.4 Modern Greek in Greek Orthodox Independent Schools

The bilingual programs in Modern Greek took a number of forms. In the 1970s, there were programs for students of non-English-speaking background in which instructions commenced in the mother tongue only, then shifted to both English and the mother tongue, and finally moved to English as the sole medium of instruction at the secondary level, maintaining, however, Modern Greek as a core subject. This transitional bilingual program was adopted by St. John's Greek Orthodox College from 1979 to 1985. The most popular program, however, was the one which was designed for students of English-speaking and non-English-speaking background students in which instruction begins in the mother tongue and English, depending on the subject and eventually both languages remain as media of instruction. The type of bilingual program adopted by the majority of the Greek Orthodox Colleges in Australia, is the immersion model. The subjects usually offered in the medium of Modern Greek include Music, Drama, Dance, Religious Instruction and Physical Education. There are also programs generally intended for NGSB students, which use both English and Modern Greek, however, Modern Greek is timetabled as a core subject into weekly program for four to six hours per week operating at Alphington Grammar and St Basile's Grammar (Melbourne), and St. Andrew's College (Perth).

In 1979, the first Greek Orthodox Bilingual School in Australia was established in Carlton, St John's Greek Orthodox College founded by the Abbot Jerotheos Kourtessis, a post-war immigrant who was instrumental in the establishment of the first parochial ethnic school, the first regional community and church (1956) and the first Greek Ethnic school providing secondary education (1968). Since then, another 10 Greek Orthodox schools have been established in four States in Australia catering for a total of approximately 3,500 students. Three of them (St Andrew's College, Brunswick Grammar and Alphington Grammar) appear to be language-centred and operate on a secular basis; four (St. John's Preston, St Anargyroi, Evangelistria and St. John's Keilor) are affiliated closer with the Church; whereas four (All Saints, St Spyridon, St Euthemia's and St George) are more exposed to Church authority. In WA, third and fourth-generation Australians of Greek descent established in 1990 the Greek Orthodox bilingual school of St Andrew in Dianella. The Chairman and most members of the Modern Greek Steering Committee of WA, the body which promotes the introduction of Modern Greek in the primary and secondary schools, and the authority which negotiated in 1992 with the Minister and the Premier to upgrade Modern Greek as one of the priority languages in WA, are third-generation academics from the local universities and technocrats.

The Modern Greek Project Team was informed by Greek community delegations in Darwin and Canberra of their intention to operate Greek Orthodox schools in those two cities. In Darwin the local Greek Community has decided to revitalise the application submitted to the Federal Government in 1989 for the Commonwealth recurrent funding of the proposed school, with a view to commencing in 1995, while the Canberra group made a number of visits in Sydney and Melbourne in search of a model school. In October 1992, two pre-school classes in Modern Greek commenced operation at the State Primary School of Pearce and the pre-school centre in Belconnen with the intention of establishing Preps and Years 1 to 3 by 1994 in the suburb of Curtin. Jenny Tsiousis who has initiated the effort outlined the strong community support for the idea claiming that people are prepared to drive their children from all over the ACT. The Greek

community in Darwin has an appropriate school site in Casuarina with proper building and resource facilities.

Greek Orthodox Independent Schools offer their Modern Greek language programs to students of all ability levels resulting in high retention rates amongst NGSB students from Year 8 to 10 (approximately 71 percent), as well as at HSC / VCE level amongst GSB students. At St John's-Preston Modern Greek is mandatory to Year 12, whereas the study of Modern Greek at HSC / VCE level in all other Greek Orthodox schools is optional. Yet, 78 percent of students who commence their secondary schooling in these schools do undertake Modern Greek in their matriculation course, compared with only 29 percent in government school. The reasons given by students for selecting Modern Greek are not different from those expressed by students attending other type of schools.

Only a few NGSB students from these schools attempt HSC / VCE (9 percent in Victoria). On the other hand 18 percent of Year 12 students of St. John's-Preston do not agree with the policy of obligatory Modern Greek learning to Year 12, across the whole ability range, their objection being based on the fact that there are no intermediate courses designed for the less advanced students. The current VCE courses, in theory at least, make provision for the less advanced students since the work requirements are based on the assumption that they will be designed by the class teacher to be accessible to all students who had only 400 hours of teaching in Modern Greek. However, the concurrent requirement of the common assessment task (CAT) which imposes both internal and external examination on all competing students neutralises the effect of the provision.

Surveyed Headmasters of the Greek bilingual schools claimed that their schools were founded in Australia with a view to improving, via enhanced teaching of Modern Greek, family cohesion, and self-esteem, balanced bilinguals who are better able to separate form and content through the two languages and who are superior to monolinguals in logical thought, conceptual development, verbal intelligence (cf. Clyne, 1982:124ff) and divergent thinking.

Independent Greek Orthodox bilingual schools claim to cater for children with or without knowledge of Modern Greek. Interviewed Principals expect their schools to draw their students from a wide catchment area, admitting pupils from a multilingual and diverse socioeconomic background. With the exception of St John's, these schools offer Modern Greek as an equally first language (as opposed to foreign or community) and include an extended component in religion, culture, history and literature at both primary and post-primary level. Alphington Grammar portrays itself as a non-denominational school despite some dissent from certain members of the approved authority and offers a second language program in Modern Greek as a core subject.

The objectives of these schools vary depending on the approved authority and the philosophy of the separate Greek community controlling the school. All of them, despite their intra-group politics are independent from higher authority, be that of Church or Government, and to a significant extent, maintain their autonomy. The Greek Government contributes substantial assistance to these schools by means of language teachers and resources but does not exercise control over their administration. Currently, only the certificates provided by St John's Greek Orthodox College are accredited by the Greek Government. Use of the "Greek Orthodox" appellation by the schools was discussed in 1988 at a colloquium organised by Archbishop Stylianos in Melbourne with a view to

founding a systemic structure, but made little progress. In 1991, DEET commissioned H. Hudson, a retired politician, to investigate the possibility of organising all existing Greek Orthodox Schools under the auspices of the Greek Archdiocese. In his report, however, Hudson concluded (p.3) that such a move would create further intra-group tensions and conflict as most Communities would prefer their administrative and academic autonomy. In 1992 each school, particularly, in Melbourne and Perth, exhibited a strong attachment to its educational independence from the Greek Orthodox Church, although all interviewed Directors have agreed that the formation of a League of Greek Orthodox Schools would create coherence and further develop co-operation.

In 1992, overall enrolment numbers in some schools declined slowly (Table 17) in agreement with the common trend in most other independent schools in the country during a period of severe recession, high interest rates and unemployment. The number of primary students, however, has increased despite the prevailing financial constraints. Greek Orthodox Schools, being in their developing stage, had to borrow significantly to fund their capital works and with high unemployment rates, particularly in 1991, experienced difficulties in collecting income from the fees. In addition, many parents coming from a low socio-economic background, were forced to withdraw their children unable to pay the average $2,000 annual fee.

Name of College	1988	1989	1990	1991	1992
All Saints (NSW)	-	-	40	70	162
Alphington Grammar (Vic)	-	70	161	252	246
Brunswick Grammar (Vic)	169	195	212	156	148
Evangelistria (Vic)	368	382	418	341	275
Sts Anargyroi (Vic)	358	353	405	446	467
St. Andrew's (WA)	-	-	-	52	68
St. Euphemia (NSW)	-	-	40	60	189
St. George (SA)	112	135	151	165	185
St. John's Keilor (Vic)	-	-	-	-	37
St. John's-Preston (Vic)	738	735	701	698	704
St. Spyridon (NSW)	320	380	480	640	653
Total	2065	2250	2608	2880	3134

Table 17

Student enrolments in the Greek Orthodox Daily Schools
Source: Data of the Modern Greek Project

The number of teaching periods in Modern Greek varies from school to school, depending on the school philosophy and the objectives of the approved authority. Classes in Modern Greek are offered from a minimum of five periods per week to a maximum of ten to beginner, intermediate and advanced groups. The number of periods of Modern Greek teaching does not exceed that of English in any school, including St John's.

Modern Greek was offered initially at St. John's on the basis of bilingual education. From 1979 to 1985 students obtained their education through the medium of Modern Greek and English. From 1986, following the reduction of Greek-born students, Modern Greek was taught as a mother tongue for at least 10 periods a week.

Available data reveal that the number of NGSB students attending the independent Greek Orthodox schools is increasing. Currently Alphington

Grammar has the largest NGSB intake (61 percent), followed by Brunswick Grammar (11 percent), and St Andrews (7 percent). Several submissions from the Principals of these schools argued that greater efforts should be made to draw more NGSB students in order to avoid a ghetto-type of school community or to eliminate any such perception in the broader community. A number of ways and measures were mentioned to stimulate more NGSB participation in these schools include the diversification of subject offering, the introduction of a multilingual curriculum retaining Modern Greek as a core subject to Year 10, the recruitment of bilingual teachers in Modern Greek, separate Modern Greek curricula for NGSB students, special scholarships for overseas study, broader range of options in languages and language teaching methodologies and the development of teaching material which will ensure that Modern Greek learning is not an impossible task for non-Greek-Australians.

Alphington Grammar, in its effort to maintain a strong profile in the broader community, applies a non-denominational approach coupled with separate curricula for the beginners and intermediate groups. "Such is the satisfaction of the non-Greek-Australian students learning Modern Greek that even their parents expressed their desire to attend these classes", the Vice-Principal of the College said. The beginners curriculum is implemented via activities and cultural themes aiming at reinforcing the communicative skills of their students, while the GSB students employ the specialist curriculum based equally on local and imported material. Another means of assisting NGSB students to acquire and retain adequate levels of proficiency and fluency was reported to be growing opportunities for them to be exposed to the Greek community networks in which Modern Greek is employed and recruit linguistically fluent, proficient and competent teachers who would inspire their students.

According to data obtained from the questionnaires, 84 percent of the Year 10 students continue with their studies to Year 11, while only 75 percent proceed with Year 12 courses. The most important single factor compelling students to drop Modern Greek after Year 10 in Greek Orthodox schools was their belief that they could not attain substantial proficiency in the language. This induced lack of interest and eventual selection of less demanding subjects.

The establishment of Greek Orthodox Colleges by Greeks outside of Greece has been a long lasting tradition. The composition and administration of the Ecumenical Patriarchate of Constantinople remained loyal to the Greek language and imposed it on all Western European Orthodox Churches as well as on those in Finland, and Poland of Eastern Europe, while the Primates of the Holy Patriarchal Throne were often accused of "employing a pan-Hellenist approach in their treatment of other Churches". The Patriarchate of Jerusalem, which is perceived to be a Church operating within the Arabic-speaking world, in 1992 financed over 20 daily schools in Jordan, and Israel using the Greek language as the medium of teaching and communication to Arab bilinguals.

Greek Orthodox Colleges are currently in operation in all continents around the world. The Patriarchate of Alexandria is responsible for the operation of over three daily such Colleges in Egypt, while the Greek community in South Africa is supporting financially the South Africa Hellenic Technical Institute which was established in the early 1970s in Johannesburg as a bilingual school. According to the Greek Educational Advisor's Office in Melbourne, there are over thirty Greek Orthodox bilingual schools in North America, and Europe,

excluding those which are administered by the Greek Government in Belgium, Sweden and Germany.

4.1.3.5 Modern Greek in Independent Schools

LOTE programs are not developed nor encouraged in many independent schools to judge by the fact that 39 percent do not offer a LOTE. The teaching of Modern Greek has not expanded rapidly in recent years in independent schools despite a growing interest in cross-cultural education, second language teaching and the acquisition of the languages of various ethnic groups. Since 1986, the number of independent schools offering Modern Greek, excluding the Greek Orthodox schools, was in fact reduced by 16 percent in Victoria. However the number of students attending Modern Greek classes in independent schools has increased by seven percent since 1991.

In 1992, Modern Greek ranked the eighth most popular LOTE in Independent Schools in Victoria with a total of 334 students taking the subject, in four secondary schools. No primary school offers Modern Greek. The subject has also been offered by another independent non-denominational school in Surrey Hill, Sydney, the International Grammar School since 1983, together with five other LOTEs. An attempt by the school's administration to terminate the Modern Greek classes in 1991 met with the strong reaction of the parents, forcing its re-introduction from pre-school to Year 10. In 1992, 32 students, most of whom were NGSB, enrolled in Modern Greek classes in two streams, beginners and advanced. Because of the small numbers, students of the senior school continue their Modern Greek studies to Year 12 via the Saturday School of Community Languages. There are two fully qualified teachers, trained in Modern Greek who run composite classes with the active support of the parents.

Language co-ordinators in independent schools reported that no subject area within their school curriculum was displaced when a Modern Greek language program was introduced. Certain modifications to existing curricula were applied to accommodate both GSB and NGSB students. Most independent colleges employ two curricula, separating beginners from advanced students, and working in composite classrooms. The groups of NGSB students undertaking courses in Modern Greek include mainly non-Greek-Australians and children of interethnic marriages. Their numbers vary according to the overall intake of GSB students. For example, Essendon Grammar (Victoria), offers Modern Greek classes from years 8 to 12 to a clientele with high concentration of Greek-Australian students, 25 percent of the students attending Modern Greek are NGSB students. However, in Wesley College (Victoria), where the Greek-background student-intake is not high, the number of non-Greek-Australians who attend Modern Greek courses is approximately 60 percent. According to the surveyed language co-ordinators, Modern Greek language enrolments showed modest growth in independent educational establishments, mainly Anglican and Methodist, as a result of the interest on the part of an increasing number of non-British-Australian students in cross-cultural values.

In most schools Modern Greek is offered in the middle school incorporating Years 8 to 10. It is estimated that Modern Greek is taken by 75 percent of the overall GSB student-intake. HSC / VCE courses continue to be utilised exclusively by GSB students. Submissions from LOTE advisers presented the view that most

students, including language teachers, are not aware of the recent changes in provisions for the assessment of NGSB students studying LOTEs in NSW, Victoria and SA.

It is clear from evidence received that the teaching of Modern Greek is seen by many independent school authorities from a narrow budgetary point of view. Independent Schools tend to opt for languages linked with trade and Asian languages. In 1992, Wesley College was contemplating dropping Modern Greek from its curriculum despite the stability in the number of its students (mostly NGSB students).

> "... Special language provision should be made for second- and third-generation Australians from non-British backgrounds. There are strong indications that students with this background will be attracted to Wesley, particularly if its LOTE program is appropriate. In particular, this applies to Modern Greek. It is recommended that Modern Greek continue to be offered at the College commencing at Year 7 ..." (Wesley College Circular to Teachers, July 1992)

Interviewed LOTE teachers claimed that the role of Modern Greek in Australia is still undervalued in independent schools, mainly because the language was labelled as a "community language" preferred only by GSB students. This low status acts as a disincentive to study.

Independent schools enjoy a high prestige and status within the Greek community, and the maintenance of the Greek language is highly valued by most members of the Greek community. For most Australian Greek settlers Modern Greek is not employed for communicative reasons but because it fulfils a symbolic value, it is part of their identity. Thus, many parents will elect to enrol their children in a school with convincing academic tradition, which also offers the opportunity to maintain the identity of their children.

In an effort to reduce costs, in 1992, a number of independent schools were considering the possibility of commencing Modern Greek language programs at Year 9. This measure was debated strongly by teachers claiming, that adolescence age is the worst for commencing language study, given the physiological and psychological difficulties experienced at that time of life.

4.1.3.6 Modern Greek in Catholic Schools

Modern Greek appears to play a relatively minor role in Catholic Education, despite the enormous number of students of Greek Orthodox background attending both primary and post-primary catholic schools in Australia. Italian is the dominant LOTE in Catholic Schools. Prior to the establishment of the Greek Orthodox Schools in Australia in 1979, Catholic rather than the Independent schools, were the main alternative to Government Schools chosen by Greek-Australian parents. Even today, according to a *Survey of Students' Language Backgrounds and Languages Taught* conducted in February 1991 by the Catholic Education Commission of Victoria, in 1991 GSB students comprised the fourth largest ethnic group after the Italians, Maltese and Vietnamese (1,897 in total) with 5.7 percent of their total primary student intake, while the 1,569 GSB students at secondary level were the second largest group after the Italians,

representing 7.5 percent of the total enrolments in Catholic post-primary education in Victoria.

In the early 1980s, the Catholic Education Office in Victoria was the only one to provide those students with an opportunity to study Modern Greek, however, by 1988 only two primary schools in Victoria were offering Modern Greek program to 224 students, to be reduced to one school since then, with 139 students in 1989, 159 in 1990. In 1992, St Peter's and Paul Primary School in South Melbourne is the only Catholic school offering classes in Modern Greek on a mandatory basis to its total student population of 94 students. Until 1991, the school was employing two language programs, one extended course for GSB students, who comprised approximately 25 percent of the total student population and one for the NGSB students. Currently only one program, combined mother-tongue and second language is provided with a specialist teacher arriving once a week.

In 1991, in Sydney only one Catholic school offered Modern Greek program to 38 boys, however, according to the Catholic Education Office, Sydney, the Archdiocesan College in Bankstown plans to introduce another one in 1993.

4.2.0 Greek Ethnic Schools in Australia

A major contribution to language loyalty efforts of the Greek community and Modern Greek teaching is made by the substantial number of part-time, community-based ethnic schools which operate in all States and Territories throughout Australia.

Until the turn of the 19th century, Greek immigration and settlement was kept primarily male, thus the need to establish Greek Ethnic schools in the tradition of the German and Chinese communities matured late. It was only in 1897 that the first Greek Orthodox Church in Sydney, accommodated the first class of students in Modern Greek. The Ethnic Schools were seen by community members as the place where "ethnicity" and "language", could be maintained. Since then, our data suggest that almost 22,000 students study Modern Greek in more than 400 after-hour community (supplementary) schools in Australia. These schools are instituted mainly by the various Greek Communities, as well as individuals and to a lesser extent, mainly in NSW by both the Church and the Communities, comprising approximately 44 percent of all Ethnic Schools operating in Australia and catering for 51 LOTEs. With the exception of Victoria, almost all Modern Greek Ethnic Schools are community-based establishments, administered by parochial communities, parents' groups and the Church. In Melbourne, many schools are organised by individuals and organisations without religious affiliations, administered by an independent school body or an executive board of directors. A rather substantial number of students (proportionally averaging 4 percent) attend private classes in Victoria and NSW. In fact, since 1984 the number of students enrolled at independently run community schools in Victoria was higher than all other providers together (Table 18).

Provider	Primary	Secondary	Total
Communities and Parishes	2,801	1,589	4,390
Federation of Communities*	1318	1178	2,496
Independent (Private) schools	3,604	2,289	5,893
Total	7,723	5,056	1,2779

Table 18

The number of students attending classes in Greek Ethnic schools in Victoria (1992) Source: The records of the Greek Orthodox Archdiocese; the Office of the Education Advisor, Greek Consulate General; the Greek Project Questionnaire.

** The Federation of Communities includes the students enrolled in schools run by the Greek Orthodox Community of Melbourne and Victoria and communities not affiliated with the Greek Orthodox Archdiocese. There are 33 independent (private) providers operating more than 100 Greek part-time schools in Victoria alone. The Independent schools include also private tuition classes at homes or offices.*

The structure of Greek Ethnic Schools differs from a single teacher schools set up at the request of a community group or a brotherhood or at the initiative of an individual, to more complex establishments which may retain their autonomy or depend on intermediate community authorities which carry responsibility or act as the approved authority for a great number of schools operating in different suburbs. Some independent Greek Ethnic Schools in Victoria, eg Omiros College, and Phythagoras, individually operate more than 12 schools each at various suburbs of the metropolitan Melbourne. The framework under which the Greek Ethnic schools operate varies according to its in[illegible]structure and the approved authority. For example, Greek Ethnic [illegible] are organised by Greek communities and brotherhoods, re[illegible]enominations (mainly Greek Orthodox, and Evangelical), parents a[illegible]duals.

Most Greek community groups (70 [illegible]t) in all States and Territories have their own buildings and facilities which are utilised as ethnic school classes. Most independent Greek ethnic schools (95 percent) hold their classes in Government and Catholic schools on weekdays and weekends. These premises are hired by the directors of the independent Greek ethnic schools through negotiations with School Councils. In many instances even in the 1990s, cases of exploitation against the accommodated Greek schools were recorded. Many School Councils imposed excessive hiring fees, restrictions and conditions which could not be met by the directors of the Greek afternoon schools forcing them to change the venues for their classes sometimes at mid-year. In certain cases, the restrictions included the partial or complete non-accessibility of the blackboard, central-heating, and air-conditioning. The Greek Project Team received submissions from directors of the Greek ethnic schools complaining that they were forced by some Principals of government schools to abandon the school premises for trivial reasons stemmed from certain operational problems. School Councils often increase the hiring fees in an effort to terminate the use of the premises by the Ethnic schools. In 1992, following successful arrangements between the VSL and the independent School Councils of the schools hired by the VSL, the Ethnic Schools Association of Victoria is pushing for the signing of strict Site Agreements between their member-school authorities and the providers State and Catholic schools in order to alleviate the problem.

The lack of an official policy securing the registration of the Greek ethnic schools to an educational authority should be viewed as the major reason for the absence of proper accreditation and accountability and the low prestige that they enjoy, particularly by professional educators. Interviewed parents and community leaders expressed their conviction that Greek ethnic schools must meet and adhere to quantitative academic standards and be accountable to a central educational authority, preferably within the Greek community. However, the existence of over 180 parochial Greek Orthodox Communities and Parishes and over 600 Greek Brotherhoods and Association in Australia makes the notion of accountability complex and subtle. The fact that there is no statewide association of ethnic schools in WA and Queensland complicates the issue further.

State	School Authorities	No of Schools	Students Primary	Students Secondary	Teacher Qualifications * Australia	Overseas	Informal
Vic	87	215	7723	5056	192	87	263
NSW	39	107	4422	877	103	42	122
SA	26	64	1627	504	38	18	28
WA	2	3	367	-	12	5	5
Qld	8	11	522	40	7	3	18
Tas	2	2	127	38	2	1	1
NT	1	1	185	-	2	1	6
ACT	2	2	138	10	2	1	9
Total	147	405	15111	6525	358	161	452

Table 19

The number of Modern Greek Ethnic Schools and students in Australia (1992)
Source: The Greek Project records

** A number of teachers are employed by different school authorities in various schools, thus, it is anticipated that some teachers in all States, except Tasmania, NT, ACT and WA, were counted twice. During the calculations a reduction of 25 percent on the absolute crude number was applied.*

Greek ethnic schools have an open admission policy and accept all children and adults regardless of ethnic background. Available data, derived from the questionnaires of the Modern Greek Project Team, reveals that over 88 percent of all students at Greek ethnic schools use Modern Greek at home compared with the average 65 percent for other LOTEs[33].

Victoria maintains the strongest ethnolinguistic vitality in Modern Greek both qualitatively and quantitatively. The number of Modern Greek students enrolled at primary part-time community schools in Victoria constitute the 51 percent of the total number of students attending Modern Greek classes in these schools, while the Victorian post-primary students comprise 77 percent of the total enrolments in Modern Greek in all States (Table 19). The providers of Modern Greek language programs in Victoria undertake a number of promotion activities an their attempt to retain their numbers. The existence of both community-based and independent run schools in this State, creates a competitive character which leads to multiple promotional activities from the administration of both providers. These include the staging of concerts, cultural festivals, spectacular speech-nights, heavy advertisement and a continuous campaign to increase the numbers. The publication of resource material by certain schools, their infra-structure arrangements, eg every lesson is preformulated and delivered to each

33 In 1982, the Australian National Survey of Ethnic Schools revealed that 65 per cent of all students in ethnic schools used at home the language they were studying in school.

individual student in writing, the emphasis placed on activities promoting the Greek identity, induce high fees for the parents. For example, the average fees paid at community-based and privately administered Greek ethnic schools in Victoria is usually eight to ten times higher than at any other State or Territory.

Victorian Modern Greek ethnic schools offer the longest teaching duration to their students, averaging approximately 215 minutes per week compared with 190 in SA, WA, NT and Tasmania, and with 200 in Queensland, ACT and NSW. Some independent ethnic school directors have also invested strongly on infra-structure areas, establishing the presuppositions for their own centres of resource material, producing their own readers and exercise drills. These directors, operating in a competitive regime in Victoria, are more flexible to put progressive and expensive initiatives into practice for the benefit of their students, compared with the traditional community-base ethnic schools, whose main characteristic remained unchanged since the early 1970s, relying on cumbersome democratic resolutions and obsolete strategies. In the 1990s, there are 33 such independent providers in Victoria operating 103 schools within the Melbourne Metropolitan area. There is no similar precedent at any other State. The independent Saturday schools operating in Sydney, are not organised by individuals. The approved authority is a parental group which employs the teachers and hires the classrooms, anticipating no surplus or gain from their operation.

The existence of schools teaching Greek folkloric dancing, as part of the Modern Greek school program or administered independently, is another important dimension of the ethnic schools frequently found in Victoria. Students usually meet once or twice a week to practice under the environment of the Greek community or the ethnic school, while sufficient equipment, and national costumes have been placed to their disposal. There are 17 registered dancing schools in Victoria promoting Greek folklore, culture and language. Their students usually perform on Greek national days, religious festivities and cultural functions throughout the year. This has led many visiting Greek politicians to conclude that "There are more students dancing Greek traditional dances in Melbourne than in Greece itself".

Greek ethnic schools do not place sufficient emphasis on all forms of culture which may indirectly attract prospective students of Modern Greek to their classes, and which are supported by the government sector. For example, Greek cooking classes, Greek music, as well as the implementation of certain customs, are treated marginally by the teachers and directors of Modern Greek ethnic schools and often overlooked. Most of them do not believe that the cultural awareness and its development is relevant to Modern Greek language teaching. The predominant organisational arrangement for the teaching of Modern Greek in ethnic schools is to treat it as a subject which will lead primarily to the understanding of the Greek language, Greek Orthodox religion, literature, and history and secondary to Greek geography, drama and dancing. At all Greek ethnic schools Modern Greek language and religious instructions are offered invariably and universally, while the subjects of history and geography are offered by the majority of schools on a rotational basis.

Surveyed teachers who are employed by the Greek ethnic schools claimed that the level of encouragement that students receive from the general school and / or community environment to pursue their studies in Modern Greek is very positive. Available data derived from the completed questionnaires by Modern Greek

teachers in all States and Territories attest that 44 percent of the teachers questioned acknowledge a high encouragement and 30 percent a moderate one. Only 24 percent of the teachers rated the encouragement as low, while two percent claimed that their students do not receive any encouragement. It should be stated that the situation is less optimistic in government schools. According to teachers of Modern Greek, only five percent rated the encouragement that students receive as high, 70 percent as moderate and 25 percent claimed that the encouragement was low or in fact their students were discouraged.

It appears from available data derived from the completed questionnaires that despite the variety of levels of students' linguistic proficiency at the same level or class in a given Greek ethnic school, teachers employ common assessment in 92 percent of the cases. This demonstrates that there is a high rate of homogeneity of background students in their classes as well as that it is impractical to utilise different assessment processes for reasons of convenience and non-availability of resources. However, the common assessment should be seen also as a deterrent for many students who commenced their studies in Modern Greek from a different starting point and as a disincentive for further Modern Greek study particularly at primary schooling.

In 1982, the Norst Report demonstrated that the estimated costs involved in conducting an ethnic schools were $140 per capita. In 1985-1986 the Discussion Paper of the National Advisory Committee on Multicultural Education deliberated that the per capita costs would be $300, while the Ethnic Schools Association in its submission to the Victorian Government (July, 1992) estimates the operating costs to $450 per student[34]. Greek ethnic schools derive their financial support from students fees, donations, fund raising functions (70 percent); the Greek Government by means of free provision of teachers and or resources which is offered only to community-based schools (16 percent) and the Australian Governments (14 percent for those schools in SA, Victoria and WA and only 8 percent for the schools in the remaining State and Territories). While SA has provided recurrent assistance to students learning Modern Greek since 1974, the Commonwealth Schools Commission introduced a system of recurrent per capita grants in 1981. The Victorian Government, following pressure exerted by the Ethnic Schools Association and the parliamentarians of Greek descent, announced in February 1992, a total per capita recurrent assistance of $65, validated from the same school year (6 June 1992). The Ethnic Schools Association of Victoria in July 1992, submitted a fresh application requesting an increase of the approved per capita grant to $80 and a $15 rent allowance per student to cover 50 percent of the actual renting costs paid to the various State schools which accommodate their language programs. In Tasmania, WA and NT, the local Greek communities received grants of approximately $500,000 each in order to cover operating or capital expenses. However, the recommendation of the 1984 Senate Report for the ethnic schools to be granted financial support from the Commonwealth and State Governments (1984 Senate Report:166), has not received universal approval. In 1992, the NSW and Queensland Governments did not consider any form of assistance towards the Greek Ethnic Schools.

In July 1992, following the transfer of the responsibility by the Commonwealth for Ethnic Schools in Victoria to the Department of School Education, the Ministerial Ethnic School Committee was established, placing the Ethnic Schools operating in Victoria under the policy and management of the

34 Submission to the Department of Schools Education by the Ethnic Schools Association of Victoria.

Government and, thus, raising their status into proper educational establishments. The terms of reference of the committee are to recommend on the support and funding for the after hours schools, to form the criteria for the registration of these schools and their teachers and to define the criteria for the accreditation of their courses. The Victorian Government also appointed a Secretariat to manage and administer the Ethnic Schools and a project officer to process eligible schools for funding. The move by the Victoria Government to allocate proper status to Ethnic Schools and to place them under its protection will most certainly lead to their further development from underground schools in the 1970s (*The Age*, 14 June 1974), into viable part-time school programs. The opinion of some community leaders that they would prefer Modern Greek to be taught without government 'interference', and that the schools ought to continue to operate under the auspices of the community for reasons relevant to ethnic cohesion are stemmed from their ignorance or their unfamiliarity with educational systems. During the last conference of the ethnic school teachers (19 September 1992) in Melbourne, it was revealed that in 1993 the Ethnic Schools Association in co-operation with the Ethnic School's Secretariat of the Victorian Department of School Education is planning a professional development program in teaching methodology, classroom management, material development and curriculum support. Ethnic school teachers will be invited to attend in-service seminars in administration, assessment, and computer usage. One of the main aims of the Victorian Ethnic Schools Association in 1993 will be to negotiate with the Government on the ethnic school teachers' registration and on accreditation as well as their insurance. The Chairman of the Ministerial Committee for Ethnic Schools, Dimitry Dollis, and Phil Honeywood, the parliamentarian resporsible for Ethnic Affairs issues of the Liberal Party both speaking in the Conference agreed on a by-partisan approach towards Ethnic School which "will secure both accreditation for teachers and continuing financial support for the schools".

The children enrolled at the Greek ethnic schools range from native speakers to those with practically no knowledge of Modern Greek. In the intermediate level there are passive bilinguals, those with a monolingual family background and those with a bilingual, those with both parents of Greek origin and those children of mixed marriages. One of the main difficulties that many ethnic schools face is to grade together students of different ages and mixed abilities, without regard to their varying cognitive development, causing embarrassment, lack of interest, infrequent attendance and therefore progressive shift to English. This is exacerbated in some cases, particularly in WA, Queensland and NT, by the lack of professionally trained and qualified teachers, scarcity of teaching material, instructors who sometimes are identified by the students as foreigners rather than as Greek-Australians. The result is lack of motivation and limited achievement. However, certain independent and community-based Greek Ethnic Schools in Victoria (ie Omiros College, St. John's College) place great emphasis on teachers' training and resources, publish their own readers and grammar books and lay great emphasis on the teaching of language and culture teaching.

The insufficiency of proper classrooms, curricular material and teacher education as this was demonstrated in the Norst Report (1982) and which was evident in the 1970s and early 1980s, has no longer a valid stand in Australian capital cities. Most Greek ethnic schools are ensuring adequate teaching standards a fact which encourages students' motivation and high retention rates. In 1992, most Modern Greek teachers at ethnic schools, particularly in Victoria and NSW, were Australian-born (approximately 51 percent) and formally trained (54

percent) of whom 71 percent obtained their post-secondary education in Australia and 28 percent in Greece. In SA, Queensland and the NT approximately 80 percent of teachers in ethnic schools are Greek-born. The utilisation of Australian-born professional teachers, who normally teach at full-time formal institutions has improved substantially the co-operation between these schools and the community, particularly in areas where Modern Greek is not practicably available in the formal school system nearby, eg in Perth, Brisbane, and Darwin. However, in some States, particularly in NSW, the NT, and SA, there is a tendency for insulation between those teaching in government institutions and the teachers of the ethnic schools, characterised by suspicion and prejudice. Ethnic school teachers view their colleagues of the government sector in an antagonistic manner, and in some instances, as lacking the necessary linguistic proficiency to teach the subject adequately.

The acquisition and the learning of Modern Greek is either inhibited or promoted by the attitudes of the overall society and the prestige that it carries amongst teachers and educators. With the abandonment of the bipartisan approach on immigration and multiculturalism by the Liberal Party in 1988, it is expected that the non-promotive and non-permissive attitudes of the Anglophone Australian community against community languages other than English will be increased.

The role and contribution of Greek ethnic schools was overlooked during the late 1980s because of the introduction of Modern Greek in government and non-government schools, that is, within the formal education system and because of the declining numbers. However, there is now a growing support for Greek ethnic schools by community members and parents arguing that they not only supplement the formal school system, but also fulfil a more important and unique role: they reinforce the sense of identity. Support for ethnic schools was also expressed by the Government recognising their role in language teaching as a supplement to the language offered in formal education. In February 1990, the Victorian Government recognised the Greek ethnic schools as eligible to offer accreditation for internal assessment of VCE (HSC) students provided that the teachers-in-charge were registered and fully qualified. This was made possible following the recurrent submissions and successful campaign of the Modern Greek Action Group, a collective body comprising of academics, teachers and community leaders. The Victorian Government, in agreement with the Schools Commission (Commonwealth Schools Commission, 31 October 1983, p. S2596) also recognised that the formal school system could not successfully accommodate the teaching of Modern Greek without the supplementary assistance of the Ethnic Schools.

There are certain objectives identifying Greek ethnic schools. The most important of these is to maintain the mother tongue, to develop cultural awareness and to support family cohesion and ethnic identity. Language teaching and cultural reinforcement are high in the agenda of their administration. The teaching of subjects with a cultural context, such as music, religion, history, geography, and dance explains the emphasis for cultural curriculum. Although religion is perceived as important by most schools in NSW and Queensland, in Victoria, SA, WA and Tasmania schools lay greater stress on language teaching.

Independent of Government control and with a constrained community role, the Greek Ethnic Schools have limited links with formal educational institutions. Most communities often view their schools as the only appropriate environment where the mother tongue could be offered within its cultural context. Parents

appear to support this notion by enrolling their children in these schools even in cases where they already attend Modern Greek classes at their formal school. The existing relationship and co-operation between Greek ethnic schools and the formal education sector are limited by disregard and indifference. Ignorance and prejudice seems to characterise some professional educators in public education. Available data (Tamis, 1991) attest that a substantial proportion of students attending Modern Greek classes in Greek ethnic schools (19 percent) were criticised by teachers of their daily schools, as "interfering negatively with their studies" or "as inhibiting their involvement in sports". The situation for the status of Greek ethnic schools could be improved in terms of their recognition by the respective State governments. In addition, a plausible recognition will minimise political bias and will improve the quality of teaching.

The suitability and relevance of materials used by Greek ethnic school has been the subject of discussion and seminars over the years. Both concepts are still questioned by teachers, sociolinguists, psycholinguists and community leaders. Despite the irrelevance of the Readers and Grammar books produced in Greece for the Australian-born students, they are the most wide used. Much of the content, in these texts, such as the experiences, concepts and activities described is not relevant. Children's existing knowledge and their linguistic repertoire is not sufficient to cope with the vocabulary demand of the imported books. Although the linguistic model for students in Australia is the Greek language as is known and used by the well-educated professionals of the largest urban centres, Athens and Thessaloniki, its acquisition and development is largely depended on the curriculum material used. The inability of Australian-born students of Modern Greek to cope with a linguistic text, demanding a superior language proficiency, often generates negative sentiments towards mother tongue learning. It was found, for example, that the retention rate at primary level is extremely high in all States and Territories (approximately 95 percent), but, as students become more independent, they tend to drop Modern Greek, particularly after Year 10. Students in Victoria, SA and NSW demonstrate the most stable retention rate transcending from primary to post-primary level (an average of 88 percent), as compared with NSW (21 percent), SA (23 percent), Tasmania (32 percent), Queensland (35 percent), and ACT (32 percent). There is no post-primary education in Modern Greek at the Greek ethnic schools in WA and NT.

It is necessary to bear in mind the lack of language methodology options within Modern Greek teaching at ethnic schools given the limited resources. The methodology used at these schools depends on the training, age and place of birth of the teacher-in-charge and the provider. Australian-born teachers with formal qualifications employ a functional approach (65 percent), based on activities aiming at developing the communicative skills of their students rather than at understanding individual grammatical structures. Depending on the level of education (primary-secondary) and the actual year level of their students, they rely heavily on resource material developed locally (55 percent) as well as on their own (35 percent). Greek-born teachers with formal qualifications employ a functional approach balanced with grammar-based methods and rely on the imported Greek government readers, which they revise according to their students' perceived competence. Being perhaps linguistically more proficient then their Australian-born colleagues place a great deal of emphasis on grammar sometimes overlooking the learners' motivational criterion.

Available data (records of the Greek Education Advisers of the States; the Modern Greek Project Questionnaires) indicates that there is a moderate decline in the number of students attending Modern Greek classes at Ethnic schools, particularly in NSW and Victoria. The factors contributing to the decline include the continuous internal immigration of the Australian-born settlers in all State capitals, the persistent high rate of inter-ethnic marriages which contributes to the shift from Modern Greek, and the high rate of repatriation especially under the prevailing recessional economic climate in Australia. The decline is more dramatic in Greek community and parish schools, than at those administered independently, because the latter have more flexibility to open new school units in the local government areas where the Australian-born settlers are moving into. The community schools and their networks are based on the immigration patterns of the 1960s and 1970s. They are located mainly in the inner suburban areas, where the attrition of the Greek population in some areas (Marrickville and Newtown in Sydney, Brunswick, Richmond, Coburg in Melbourne, Northbridge and North Perth in Perth, Port Adelaide in Adelaide) was more than 40 percent over the last ten years[35]. The new communities formed are neither financially sufficient nor do they have the resources to meet the demand of Modern Greek language classes in the newly settled suburbs. In the suburbs where the opportunity to study Modern Greek did not exist, it was often suggested by parents that the availability of courses should be the responsibility of the organised community and the Church. From the completed questionnaires it was found that 25 percent of the teachers employed by the Greek ethnic schools indicated that the demand for Modern Greek classes is not met in their district, particularly in the newly established suburbs in all capital cities. Over the last six years (1987-1992) the number of students enrolled at schools administered by the Greek Orthodox communities and parishes affiliated with the Archdiocese declined by 25 percent, from 15,672 in 1987 to 11,650 in 1992, while the overall decline, during the same period, was less than seven percent for other Greek ethnic schools (Data collected by the Modern Greek Project Team).

State	1987	1988	1989	1990	1991	1992
NSW	6306	5958	5389	5197	4762	4564
Vic	5901	4904	4435	4420	4504	4390
SA	1816	1514	1488	1347	1349	1358
Qld	763	760	602	579	552	562
WA	187	236	284	325	347	367
ACT	274	307	207	156	145	148
NT	305	301	275	212	175	185
Tas	120	145	130	126	130	128
Total	15672	14145	12510	12362	11964	11702

Table 20

The number of enrolments in schools organised by the Greek communities and parishes under the jurisdiction of the Greek Orthodox Archdiocese (1987-1992), by States and Territories

Source: Imerologioy (Calender) of the Archdiocese)

Although most schools still rely on reading from imported text books, teaching vocabulary and grammatical rules, completing exercises and practicing drills, a more updated pattern in the methodology of Modern Greek at Greek ethnic schools is now apparent. The scarcity of resources and the lack of a sound syllabus

35 The exodus of Greek-born settlers to the outer suburban areas commenced in 1974 and maintained its thrust thereafter, Tamis (1985).

which leads beginners to a linguistically advanced level of proficiency, are seen to be the most severe deficiencies currently characterising Greek ethnic schools. It is also apparent that the old approach of traditional and structuralist teaching used in the last forty years, was done so with strict discipline, began to change. The recognition of Greek ethnic schools for VCE/HSC in-school assessment purposes, the progressive replacement of teachers with no formal qualifications with properly trained teachers and finally the different student clientele (most of the students are now Australian-born), have also changed the negative image of ethnic schools in the eyes of the students as well as the day-schools authorities.

Ethnic school teachers differ from their colleagues in other providers of Modern Greek in view of their philosophical and ideological approach. Teachers at ethnic schools are required to be culturally more knowledgeable and nationally more loyal. Their aim is not simply to teach the language but also to assist in the maintenance of the Greek culture and civilisation. As the Greek ethnic schools are not formally registered, their directors select teachers on the basis of their linguistic competence, their loyalty to culture and to a lesser extent on their formal training and qualifications. The majority (67 percent) preferred to engage teachers with Australian teaching qualifications, but with a linguistic proficiency obtained in Greece (59 percent). Community leaders in WA, Queensland and the NT expressed the view that under the prevailing conditions there, completion of Year 12 in Greece was a sufficient qualification for teaching Modern Greek.

Most teachers employed by Greek ethnic schools receive remuneration which does not commensurate with the award rates of the teachers engaged in other systems of education. This is explained partially by the fact that most perceive their engagement as part-time and sessional, while others offer their services on a voluntary basis. In addition, most organisations determine the remuneration of their teachers on aspects of financial viability and resources, therefore, any aspect of teachers' qualifications, experience and even quality is simply overlooked.

However, the attitude of the directors of these part-time community schools towards the professional development of their teachers is changing. They recognise that most teachers have devoted a lot of time and resources to improve their teaching skills through participation in relevant in-service seminars organised by both Greek and State Governments[36]. Some even undertook university studies. It is also apparent that the level of qualified staff appointed by Greek ethnic schools was increased in the better established communities and independent ethnic schools. It was found, that in Victoria and NSW, more than 60 percent of teachers currently teaching at these schools are also employed at both government and independent primary and post-primary schools.

Modern Greek is not the exclusive medium of instruction at ethnic schools as only 18 percent of the teachers employ Modern Greek. A high percentage of teachers responding to the Modern Greek Project questionnaires (28 percent), claimed that they use equally both Modern Greek and English and 46 percent mostly Modern Greek. It was also found that, on average, 67 percent of the teachers involved

36 I refer to the seminars organised by the Greek Education Advisor's Office of the Consulate General of Greece in 1979 and 1980; the in-service and education programs mounted by the Victorian Advisory Committee on Multicultural and Migrant Education and later by the National Advisory Committee on Multicultural Education.

with the part-time community schools were Greek-born. There is a correlation between the language preference of the teacher in class and the linguistic mode of behaviour of his / her students. There is now considerable evidence to suggest that those students who are being encouraged by teachers to employ both languages in class, employ mostly English. When teachers in ethnic schools use both English and Greek as the medium of instruction, their GSB students tend to speak to them mostly in English (78 percent), whereas when the medium of instruction is only Greek or mostly Greek, students speak to their teachers only or mostly in Greek (81 percent).

As the Greek community is entering its third generation since the government-controlled massive immigration commenced in 1952, it became apparent that the language profile shifted from language maintenance of the mother tongue to language maintenance or teaching of a second language. Consequently, teachers' profile is changing sharply. Greek-born teachers are gradually being replaced by Australian-born. Therefore, the need for linguistic competence of these teachers in Modern Greek is more demanding. Surveyed community leaders claimed that the need for improving teachers' communicative competence in Modern Greek must be seen as the priority goal of tertiary institutions, particularly with extended post-graduate courses in Modern Greek leading to the post-graduate diploma in Greek studies, summer school courses organised in Greece as well as regular in-service professional development courses. During the last two years, seminars on classroom management, curriculum planning and teaching skills are being offered by Greek organisations and the State governments. Similar seminars, workshops and in-service programs to assist ethnic teachers were offered during 1984-1985 by National Advisory Committee on Multicultural Education. Greek ethnic school teachers participated in these programs, however without much success because "their expectations had been firmly, culture bound".

4.3 Issues in Teaching

4.3.1 Modern Greek Teachers in Government Schools

Responses to the Greek Project' questionnaires sent to all Government schools teaching Modern Greek in all States and Territories indicate that many teachers (41 percent) are dissatisfied with the support that they receive from their own school and the Department of Education. They claim that their status in the school is low because Modern Greek is offered only as an elective, often competing in a group with non-language subjects and they suffer from the insecurity of their position within their own school. Furthermore, they are under continuous pressure to maintain their student intake in a "viable state", without receiving support or assistance from the parents or the school community.

The increasing emphasis on the development and attainment of proficiency in students necessitates that teachers of Modern Greek must possess the highest level of linguistic competence themselves and perhaps the competence of an educated native-speaker. Only the teachers of Modern Greek with a high linguistic adequacy could be expected to deal constructively with the aim at producing students with proficiency in using the language. Many native-speaker

teachers of Modern Greek expressed deep concern at the continual deterioration of the quality of Modern Greek teaching by non-native speakers. Most of them suggested that Australian-born teachers of Modern Greek be encouraged to complete either a fourth year of Modern Greek studies concentrating on the language in Australia or attend an additional year of studies in Greece.

Victoria is the only State which currently appears to have a plethora of linguistically and professionally qualified teachers in Modern Greek[37]. Data suggests that the number of student-teachers undertaking Modern Greek as their training method at La Trobe University's School of Education and R.M.I.T.'s Phillip Institute campus, has been the highest in comparison with other LOTE's students. In addition more teachers are coming back to attend courses in Greek Studies taking advantage of the Graduate Diploma in Humanities. Schools of Education around the country also confirm that an increasing number of teachers attend language courses at tertiary institutions over the last three years for retraining purposes. However, in other States, particularly in WA and SA, students, parents and certain teachers expressed the view that many teachers are not adequately prepared and they do not meet students' expectations. Many interviewed teachers argued that Australian tertiary institutions should aim to produce graduates with more advanced levels of linguistic proficiency. Furthermore, interviewed LOTE advisers claimed that despite the high demand of Modern Greek teachers in tertiary teaching training courses, there are no specialists in Modern Greek in the respective Schools of Education. Thus, student teachers of Modern Greek are trained in other languages or ESL as part of their teaching training courses, or are forced to return to academic studies in their universities.

Responses to Project questionnaires indicate that some teachers of Modern Greek have not attained proper training in Modern Greek, or did not major in Modern Greek or were otherwise not properly qualified to teach the subject. Most of them obtained their education in Australia, with limited postgraduate studies and few had regular in-country experience. The Chief-examiner of the Greek Curriculum Committee of South Australia, claimed in his annual report that the major factors affecting adversely the teaching of Modern Greek in SA were lack of teachers fully competent and properly equipped to teach Modern Greek, a "somehow negative parental attitude towards language learning" and in certain cases marked demographic changes resulting in the closing down of schools which traditionally offered LOTEs, eg the Enfield and Westlakes High Schools in 1991.

Surveyed Modern Greek teachers claimed that while literature and culture studies are and should have a legitimate place in the school curriculum, the acquisition of practical communication skills is of paramount importance. Most co-ordinators argued that the ability to communicate for social, recreational or career purposes as well as for reasons closely related to identity, is the major motivation of those pursuing language studies at the senior levels of secondary education. They believe that the emphasis, particularly with the NGSB students should be therefore on practical communication skills, together with an understanding of the range of different aspects of the Greek culture. Interviewed LOTE advisers took the view that, with the changing function of Modern Greek utilised in the second-language programs, the acquisition of practical

37 According to Victorian Government authorities Interview with Connie Andreana from the statewide planning to implement Ministerial LOTE policy, May 1992.

communication skills is of paramount importance and should receive a priority in the curricula of the schools in all three levels of education.

Most practising teachers viewed their role as working closely with the community members and participating in lectures, seminars and in-services for their development. A number of teachers, however, complained about their professional organisations while others expressed the need for brief in-service-programs at the tertiary level for their professional developments or proposed the establishment and operation in tertiary institutions of intensive language courses during the vocational period. During the 1991-1992, the Modern Greek Teachers' Association, "the most effective and industrious collective body amongst LOTE groups in Victoria" according to the Victorian Assistant Manager of the Department of School Education, Bill Hannan, organised one conference, two seminars and a number of public discussions involving parents, teachers and academics in order to discuss future directions on Modern Greek.

LOTE advisers in all States ranked the issue of professional development of teachers high in their agenda, as most of them claimed that many teachers continue to employ very traditional and inflexible approaches in teaching Modern Greek. One adviser of Greek background emphatically argued in her submission to the Modern Greek Project Team: "Unless the teacher of Modern Greek becomes a performing entertainer, I could not see any real substantial gains in attracting NGSB clientele". Most claimed that the popularity of the subject and the level of support that students receive from the general school environment to pursue Modern Greek studies depended on the success of the teacher. Some of them complained that only a small number of Modern Greek teachers attend after hours teacher network in-services to develop further their standing.

It was noted that old rivalries between ethnic school teachers and those employed in government schools began to ease in 1986, following the pressures exerted by the changing structure and function of Modern Greek teaching, and the utilisation of the same teachers by both sectors. The Associations of Modern Greek Teachers established in Victoria in 1971 and in NSW in April, 1992 now comprise teachers from both systems. The Modern Greek Teachers Association of Victoria, with approximately 200 members, obtained a Commonwealth grant of $83,415 in June 1992, to prepare curriculum material for the teaching of Modern Greek as well as accommodation and resources courtesy of the Victorian Government.

Tertiary institutions have taken some positive initiatives to upgrade the skills of practising teachers. A Post-Graduate Diploma in Modern Greek was introduced in 1992 by University of Melbourne, designed to provide practising teachers of Modern Greek with additional or supplementary qualifications in Modern Greek. In 1992, the Department of Greek Studies, La Trobe University introduced subjects such as "Modern Greek teaching", "Greek in contact with English" designed to enhance the language competence of prospective Modern Greek teachers.

DipEd Method units in Modern Greek are available even in institutions where Modern Greek is not offered as an award-course, eg the University of

Newcastle[38]. In fact, in the School of Education at La Trobe University and the Institute of Education at The University of Melbourne, students who majored in Modern Greek exceed students of all other LOTEs method units, comprising the 43 percent and 30 percent of the total intake respectively (Table 21).

Higher Institution	Spanish	Arabic	Chinese	French	German	Modern Greek	Italian	Japanese
The Uni. of Melbourne	1	12	9	8	29	10	9	3
La Trobe University	-	3	1	11	7	2	-	-
Monash University	-	3	7	4	7	4	4	2
Total	1	18	17	23	43	16	13	5

Table 21
Number of students in Schools of Education offering DipEd program Method Units in a LOTE in Victoria (1990)
Source: Data collected by the project team

Many LOTE advisers predicted that the number of students taking Modern Greek at government primary and post-primary schools will continue to increase given the implementation of the National Policy on Language and the prioritisation that Modern Greek has received in NSW, SA and Victoria. Modern Greek is the only LOTE in Victoria which currently has an adequate number of well-trained teachers to meet a demand for Modern Greek teaching in primary and post-primary schools and reasonable resources.

Although most teachers and coordinators (78 percent) claimed familiarity with the National Policy on Languages, their perceived views about its implementation demonstrate a less than perfect understanding of its terms of reference. The majority of the co-ordinators claimed that the implementation of the National Policy on Language did not affect the teaching of Modern Greek in their schools. 22 percent, however, supported the opinion that Modern Greek was offered as a result of this National Policy on Language, claiming that the importance of language learning became more apparent.

With second language learning a required study for all students in Years 7-10 (Victoria) and increasing opportunities for students to study a LOTE from Prep. through to Year 12 (Victoria, SA, and NSW) there will be a great demand for language teachers. The Victorian Department of School Education has written to the Vice Chancellors of Victorian tertiary institutions (22 June 1992), inviting them to assess the oral and written language proficiency of these prospective teachers, together with their understanding of the society, culture and literature of the language concerned.

> "... The criteria for judgement will aim for equivalence to those used for assessing students at the end of a three-year, post-year-12 tertiary major in a language other than English ..."

Many surveyed teachers (28 percent) expressed their concern about the insecurity of their appointment as Modern Greek supernumerary teachers in primary schools. They claimed that they were under continuous pressure to maintain

38 DipEd method units in Modern Greek include La Trobe University, The University of Melbourne, Monash University and The University of Newcastle.

students numbers in order to secure continuity of the program. They also stated that Modern Greek teachers should be given permanent positions in schools and an opportunity for promotion within the LOTE program.

4.3.2 The Syllabus in Primary and Post-Primary Schools

To judge by responses to Project questionnaires, the teaching of Modern Greek in primary and post-primary schools involves a wide range of syllabus types depending on the teacher and the approved authority of the school. The majority of the teachers (78 percent) with overseas qualifications, employed generally in schools controlled by the Greek community are more inclined to use grammar-based syllabus. Their basic guide is still the textbooks published and distributed by the Greek Government. The emphasis and the objective for them is to cultivate and develop all four language macro-skills.

Australian-born locally trained teachers (82 percent) adopt more generally the functional and / or notional type syllabus with less intensive grammatical analysis. They focus mainly on the listening and speaking skills of their students. Tertiary institutions select a wide and innovative range of syllabus for their beginner and intermediate classes, including issue-based, situational and activity-based (eg role play, discussion sessions, public speaking, speaking to inform etc) while they use a functional-type language assignments in advanced classes.

Although all teachers and educators interviewed recognised the need for the development of related materials, neither at primary level nor at post-primary is there an organised resource centre responsible for curriculum planning and development. In the past State Government initiatives[39] have provided funding for large scale syllabus development for primary school students in Victoria and SA without the expected results. The produced readers were not introduced in a large number of primary schools nor have they been received positively by the practising teachers. Attempts made by individuals to organise materials in terms of readers, text books and functional type syllabus in order to service multiple schools did not meet with general acceptance.

Some teachers of Modern Greek in SA claimed that NGSB students do not often undertake Modern Greek at HSC level because the syllabus is extremely difficult.

> All other languages, including Italian are offered as foreign languages. Thus, the curriculum structure is designed to incorporate mainly beginners and foreign students. The curriculum is easily accessible, easily planned and easily learned. Therefore, students prefer to learn Italian, French or Spanish rather than Greek which is very demanding and planned to receive those students with Modern Greek as their mother tongue.

39 Reference is made here to the combined Victoria and South Australian Syllabus Committee which in fact planned and prepared a series of readers for the primary school students of Modern Greek with little success.

However, Dinos Gruz, Chief-examiner of the HSC examiners in SA in 1991[40], told the Modern Greek Project team that it is up to teachers' ability and innovative skills to implement the syllabus in a fashion to be understood by students. Making courses easier will not enlarge the clientele. The syllabus must be attractive and relevant to the students needs and Modern Greek courses must treat Modern Greek both as a skill as well as a gateway into the culture and civilisation. These views were endorsed by more than half of the co-ordinators interviewed by the Project team. Ann Matheson, a multilingual university student in SA was of the opinion that the German syllabus is by far more demanding and more difficult than the Modern Greek.

The Greek Curriculum Committee of SA in its attempt to overcome the multiple problems emerging from the lack of a homogeneous student intake and to comply with the changes in the teaching of Modern Greek, is pioneering now two different types of syllabus for Year 11 and Year 12 students: (a) The extended syllabus for the beginners and "false bilinguals" and (b) The specialist syllabus for the advanced learners. Second language learners, will be given also the opportunity in 1992 to attend the Accelerated Course at HSC level (years 11 and 12) in Modern Greek prepared by the SAPSA.

In 1992, there are also three different courses available to students competing for HSC examinations in NSW: (a) the Modern Greek 2 Unit Z (Modern Greek 2UZ), (b) the Modern Greek 2/3 Unit and (c) the Modern Greek 3 Unit. The Modern Greek 2UZ course provides GSB and NGSB students with the opportunity to begin a formal study of Modern Greek in Year 11 concentrating on their listening and oral skills. This is similar or the equivalent to the accelerated course implemented in SA in 1992. The course is not intended for students who have been taught Modern Greek at the primary or secondary level. The emphasis of the study of Modern Greek is based on communication skills usable in Australia and abroad. The course also provides for cultural enrichment. Students entering the Modern Greek 2/3 course should already have acquired a certain oral and written proficiency, while the Modern Greek 3U is attempted mainly by GSB students, mainly with native-like control of Modern Greek. At the senior secondary level most interviewed co-ordinators claimed that Modern Greek should be made accessible to NGSB students by allowing 2UZ courses to be taken by Australian-born students based on their level of proficiency in Modern Greek rather then their ethnic background.

Victoria, with the largest number of Year 12 students, remains the only State which employs a single form of assessment, for both GSB and NGSB students effectively forcing NGSB students to discontinue their studies when they are reaching Year 10.

In the primary schools of SA, Modern Greek is offered only for 90 minutes in non-instructional time, that is, it is treated as a specialist area subject. In post-primary education, there are 3x45=135 minutes of teaching in Modern Greek.

The language is offered only for 60 minutes per week in more than 25 schools of WA. In certain cases the subject was introduced by teachers of NGSB, eg Helen Pine in Yocane. In WA, it is the Principal who defines which language will be

40 Gruz has published a number of books adapted into the Australian reality. He was appointed teacher of Music and Physics in 1973 at Sacred Heart College, Adelaide. He implemented the Victorian Syllabus in the same year for 12 students undertaking Modern Greek at HSC level in South Australia. The same Victoria Syllabus was repeated in 1974.

offered at a different level. Most schools offer Modern Greek at the junior levels of the primary school and offer another LOTE, ie Italian, at the senior level. The most important reason for this is because there is no continuity in Modern Greek between primary and post-primary schools. Therefore, the Principals prefer to offer to their students a language which secures continuity through to tertiary education, eg French, or Italian or German or Japanese. The retention rate in these type of insertion classes which are organised in close co-operation with the Greek communities of WA and which are totally funded by them is very low (41 percent). The vast majority of students attending the insertion classes are NGSB students: of a total of 916 students attending Modern Greek in the primary schools of Perth only 57 were of Greek descent.

Lack of continuity in the secondary education of WA is not the only disincentive factor in this State to learning Modern Greek. Although, Modern Greek is an accredited upper school course, that is, points received at Year 11 will count towards the students' Secondary Graduation Certificate[41] it does not have tertiary entrance scoring status. Furthermore, since its introduction in 1989 the subject has not attracted any students despite the publicity that it received. Interviewed students claimed that although they are aware of the accreditation because it is not a tertiary entrance scoring subject they are not prepared to put in all the effort. The only languages currently favoured by the tertiary institutions in WA and carry scoring status in Year 12 are German, French, Italian, Chinese and Indonesian. The reasons that Modern Greek is not accepted as a tertiary scoring subject are mainly political, socio-economic and the lack of substantial pressure on the part of the local Greek Community. Officially, though, a tertiary scoring subject must be appropriate in terms of academic rigour and suitable preparation for tertiary study; "the moderation and scaling population in such a subject should be drawn from a number of schools and be sufficiently large for scaling to be reliable" (Dr Colin Marsh letter to A. Yiannakis).

It was reported by surveyed teachers that the student clientele is changing. Most students now entering secondary education are Australian-born, while a growing percentage of their parents are also born in Australia, thus the linguistic ability of these students is expected to be weaker in Modern Greek than in previous years. Teachers also claimed that Modern Greek teaching curriculum should be employing more enjoyable techniques breaking away from the traditional methods "that are often tedious and do not have any positive feedback" and by gearing properly designed material and resources toward NGSB students.

During the 1992-1993, school years the Modern Greek Teachers' Association of Victoria will collect, classify and further develop a teacher-generated curriculum material for the teaching of Modern Greek as a second language for Years 7 to 12 inclusive. The project also aims to develop guidelines and strategies for the use of these material. The Association believes that the project will increase the quality of current teaching practice of Modern Greek as a second language, and will develop teachers' skills in collaboration. However, the issue

41 The historical background of its accreditation has as follows: In 1987 Andreas Aidonis (Greek Education Officer), Angela Theodosiadis (Secondary teacher of languages, co-author of the text *Come to Greek* Elate sta Ellinika Books 1-6) and Angela Yiannakis (secondary teacher of English, Greek and French) were asked to prepare an Upper School (Years 11 and 12) syllabus for Modern Greek. In 1988 the Modern Greek syllabus was approved by the WA Secondary Education Authority. In late 1988 the Modern Greek Syllabus Committee was formed, following a request from the Ministry of Education to A. Yiannakis was was then teaching Modern Greek at Mount Lawley. Mrs Rose Kailis who had previously been actively promoting the need for an approved syllabus and for appropriately trained teachers in this state, was also part of this syllabus committee.

of the development of an accessible and coherent curriculum for Modern Greek as a second language is not clearly addressed. Formal and informal schools administered by all providers have not developed any real, thorough and practical curriculum matched to the language needs of their students. There is no book series or a package of teaching materials which take the beginners to the level of linguistic proficiency. Modern Greek language teachers are compelled to improvise. Academics, particularly the sociolinguists, appear not to involve themselves, because of the lack of real incentives since curriculum planning counts for little for promotion purposes.

4.3.3 Course Materials for Modern Greek

While for some LOTE courses (mainly French and German) there are attractive textbooks which encourage second language learning, there are no systematically designed, motivating material to take Modern Greek students from the preparatory stages through to proficiency. 85 percent of teachers who replied to Modern Greek questionnaires identified the lack of proper teaching resources as their main problem. The key area of difficulty for most of 400 Victorian Year 12 students interviewed was also the absence of materials relevant to their needs. Approximately 80 percent of them claimed that they consider the lack of curriculum material and bibliographical resources as the main weakness of the courses of Modern Greek offered in schools, both government and independent.

Every surveyed teacher was concerned that there are only a few textbooks suitable for the teaching of Modern Greek in Australia. Despite the growth in the availability of technology, and spasmodic funding provisions for Government sources[42], most language courses in all levels of education are left without suitable textbooks. Interviewed teachers claimed that they were compelled to improvise given the unsuitability of the textbooks provided by the Greek Government and to waste students' time in search for resources which could be useful for language learning activities.

During the last twenty years a number of attempts were made to write Modern Greek textbooks suitable for the linguistic needs and the cognitive perspectives of Australian children[43]. The extent of their use was, however, restricted to a limited number of schools in their respective States. Similar attempts were made in NSW with little success. In 1980 the first attempt was made by the Education Advisor of the Greek Consulate General in Victoria, Panagiotis Liveriadis, to produce a series of readers and short introductory monographs in history, and religion instruction for the needs of the students attending part-time community schools throughout Australia. A number of experts and pedagogists were involved in the project which had received the endorsement of all Greek Education Advisers serving in NSW, SA and ACT and approval of the Greek Government. The publication of the first volumes commenced in November 1981. However in early 1982 further publications were cancelled by the Papandreou Government without producing a clear explanation of why.

42 Reference is made here to the Inter-Departmental Curriculum Committee of Modern Greek of the Victorian and South Australian Ministries for Education.

43 Reference is made here among others to Psaltis in SA (1972), A. Kasapidis and A. Tamis (1973), M. Maheras-Douvartzidou in 1989 in Victoria, D. Gruz in SA (1985,1989), Giota Krilis-Kevans in 1983-1985 in NSW, Eleni Glarou in SA in 1992, Angela Theodosiadis in WA (1989).

In 1992, Nina Foster, developed and manufactured in Australia a series of language learning games and puzzles in Modern Greek aiming at developing eye / hand co-ordination, concentration and memory skills. The games target children between the ages 3 and 7 and Modern Greek second language learners. In August 1992, a resource kit entitled *Travelling* was developed for teachers of Modern Greek for years P-12 by three Modern Greek teachers for the Association of Independent Schools of Victoria with funds made available by the Commonwealth government through the Australian Second Language Learning Program.

For a range of reasons the cost of books published overseas has increased prohibitively. Interviewed managers of Australian based bookshops complained that many teachers and institutions were cancelling or heavily restricting their orders once informed of the prices of certain books, serials and non-print media imported from Greece and from UK and USA in particular. Modern Greek being a language which has been relatively only recently introduced or is being introduced in certain schools and higher education institutions, with no established facilities and underprovisioned library resources is strongly influenced by this situation. The situation acts as a disincentive particularly for the establishment of small and / or new courses in Modern Greek which at their initial stages are not expected to attract high student numbers. The situation is further exacerbated by the lack of funds for skilled library staff, competent linguistically to process the material in Modern Greek.

Serious deficiencies were reported in the range, accessibility and adequacy of teaching materials used and the resources. Practising teachers in all states claimed that beginner groups in Modern Greek are severely underprovided with appropriate course books, if compared with French and German. In addition, the allocated budget does not provide for adequate library facilities and advanced teaching material. The situation is more critical in secondary language schools where Modern Greek competes with other better equipped and more reliably financed languages, namely Japanese and Indonesian. In all States and Territories it was found that Modern Greek beginner courses in secondary schools are in their infant stages with inadequate resources in the area of curriculum planning and development.

Audio-visual material on cultural and historical background is also inadequate. Many reference sources are grossly outdated in their representation of Greek society, and culture in the 1990s, dwelling on the image of the donkey-riding peasant, poverty-striven villages, scenes of war torn Greece which do not give a realistic picture of contemporary Greece. Some imported texts continue to employ obsolete vocabulary and the polytonic system which was in fact ceased to be official in 1981.

Imported teaching materials based on obsolete prescriptive grammar such as, *Περισσότερα Ελληνικά* and *Ελληνικά για ξένους* were seen by the students as unattractive, boring and irrelevant to their needs.

4.3.4 Approaches and Methods in Modern Greek Teaching

The necessary ingredients for successful learning include adequately trained and qualified staff, a stable program, appropriate curriculum material and teaching facilities as well as adequate streaming of students according to their departure point of experience in a given language. The approaches and methods in Modern Greek teaching are therefore the main area of concern of most teachers interviewed.

A plethora of methods and approaches are applied in the Modern Greek teaching. This proliferation of methodologies stems mainly from the enthusiasm of those involved in the teaching and the problems and uncertainties emerging from their implementation. What is even more important, is that it becomes apparent from the responses to the project questionnaires that there is no uniform framework within which Modern Greek language teaching may be considered. In many cases (28 percent), teachers attempt to employ teaching programs implemented in various overseas countries, mainly the USA or Greece (Among other, reference is made here to the methods of Bien and Pharmakides, as well as those planned by the University of Thessaloniki etc), without taking into consideration the prevailing separate Australian conditions which make them appear irrelevant to the local learners. Teaching programs and methodologies are sometimes challenged by uncertain and non-motivated students who elect to learn Modern Greek because of compulsion.

The most popular approach, preferred by almost 70 percent of the interviewed teachers, is the 'functional' which places primary emphasis on communication needs. This method has replaced the 'grammar-based' method which was predominant until the late 1970s. Certain programs reported use of an 'audio-lingual' method focussing on listening and speaking skills of the learner. The latter was implemented mainly in intensive and tertiary courses, where the use of the language laboratories was more accessible. According to the data obtained from the distributed questionnaires, there are conflicting approaches. Among these are:

a teacher and blackboard control versus learner autonomy and class participation; Greek-born teachers of Modern Greek with Greek or Australian university qualifications tend to adopt mostly (61 percent) the traditional approaches, providing limited room for student participating activities, in both sectors of Modern Greek teaching, the government and the Greek community. The traditional methods of language teaching, involving grammar-based techniques, are implemented more in the part-time community schools even by Australian-born teachers who in their daily school program employ more liberal approaches.

b use of controlled texts (mainly from Greece) versus authentic documents (mainly prepared by the teacher-in-charge); the controlled texts imported from Greece are restricted in use only in small Greek community centres. The majority of the teachers (59 percent), particularly in Melbourne, Sydney and Adelaide, are utilising modified texts or locally produced material, while 23 percent develop their own resources.

c emphasis on written skills versus emphasis on listening and speaking skills; depending on the function of Modern Greek and the percentage of NGSB students in the class, the emphasis varies. The communicative

skills and the development of the oral abilities of the students are the objectives of most teachers (85 percent), when teaching in classes with high percentage of NGSB students as well as in cases where the language is offered as a second (foreign) language. The objective of attaining written skills and the developing the overall linguistic proficiency of the students is prevailing in classes when Modern Greek is offered as a language maintenance program.

d prescriptive, ruled-based grammar versus descriptive and creative language use; the first is adopted by teachers who differ in the philosophy and concept of teaching and those who are not prepared to validate their teaching methods and to update their professional skills. Therefore, it was found that older teachers tend to employ invariably the prescriptive approach, while younger teachers opt for the descriptive and the creative methods.

e emphasis on form and error versus emphasis on meaning; Most Modern Greek programs organised for NGSB students aim for the second of the two components. Beginners and intermediate classes in both secondary and tertiary level focus on conservational skills. Courses addressed to native speakers tend to emphasise a more global linguistic approach.

f Modern Greek medium instruction versus English medium instruction; as will be discussed below only in classes involving beginners groups, has English been used as a medium of instruction; in all other cases either 'mostly Modern Greek' or 'equally Modern Greek and English' is employed.

g high expectations of the linguistic proficiency of students versus a pragmatic concept of linguistic adequacy based on the prevailing Australian environment. Teachers of the second group complained that even with the advanced linguistically groups of VCE Units 3 and 4 (Victoria) and the HSC 3U (NSW), unrealistic expectations act as a strong disincentive for studies in Modern Greek language. As one teacher said: "The 1991 HSC paper in NSW included some unbelievably 'sneaky questions' that were too abstract, too general, too misleading and open to misinterpretation. What do we expect from our students with statements like ισότητα της λαϊκής εξαθλίωσης (equality of popular destitution)? what are we testing? comprehension, concepts, literature, perceptions? ..."

In the view of most teachers interviewed, the introduction of new methods is not always very helpful and by no means the solution to the many problems associated with Modern Greek learning. Furthermore, there is no evidence to support "one approach rather than another, or to suggest that it is the method rather than some other variable which caused learning to occur" (Nunan, 1990:7). Most teachers of Modern Greek surveyed agree that the language teaching method must be always under critical evaluation and must change to take account of the course objectives and the characteristics and needs of the students. It is also apparent that often there is a lack of consensus among language teachers of the same school or between co-ordinator and teacher.

However, most teachers involved with programs where Modern Greek is taught as a second language, claimed that they employ various communicative methods, involving activities which develop especially the oral and aural skills. In other cases, teachers involved with Modern Greek bilingual as well as maintenance

language programs, use descriptive, authentic language material that is supplemented or enriched with grammatical and syntactic analysis. Although teachers generally endorse qualified communicative teaching, they also argued for the importance of grammar "because Modern Greek is an inflectioned language".

A wide range of distinct approaches and methods of teaching were advocated especially by secondary teachers of Modern Greek. Most of them claimed that they did not employ a specific method without taking into consideration the continuous assessment and evaluation of the course and the students' response. Therefore, the method was always subject to change and eclectic approach. Some teachers and lecturers defined their method of teaching as "audio-visual", some as "self-managed simulation", others as "natural approach".

Almost all interviewed teachers and academics identified the need for teachers to engage continuously in a range of professional development activities, both formal and informal, partly in order to continually assess the validity of their perceptions about teaching of Modern Greek, and partly to update their professional skills.

4.3.4.1 Language Use

Respondents to project questionnaire indicate that the medium of instruction varies according to the students' level of competence in Modern Greek, the nature and philosophy of the implemented program, the communicative opportunities and interactional activities and the learner's responsibility in the management of learning.

Modern Greek

Depending on the type of the Modern Greek program offered and the linguistic background of the teacher, Modern Greek is employed exclusively for communication in the classroom as well as a medium of instruction in a minority of State Schools (31 percent) and in a majority of the independent schools at both primary and post-primary level (86 percent)[44]. In addition, the exclusive use of Modern Greek was advocated strongly by all Greek Ethnic schools and all Greek Orthodox Daily Schools with the student endorsement. Interviewed Heads of Departments claimed that Modern Greek is used exclusively in second, third and fourth year classes while first year students (particularly those attending beginners and intermediate classes) receive instruction in both English and Modern Greek. The use of Modern Greek as a medium of instruction constitute part of the actual philosophy of some schools and departments of Greek studies, and students are encouraged strongly to perform in Modern Greek receiving extra bonus marks at the junior levels of their schooling.

English

Depending on the State or Territory approximately 12 percent of State schools indicated that English was the sole medium of instruction in their classrooms, particularly in the junior levels where NGSB students are involved. However, most of the teachers and co-ordinators responding to the questionnaire claimed that as the students advance to the most senior forms the use of English reduces.

44 A detail account of the actual proportion of teachers using Modern Greek, English or both is produced below.

Combination of Both

Particularly with beginners and intermediate students of Modern Greek, where the learner's input to fundamental grammatical concepts and terminology is important, instructions by the use of English is almost mandatory. Lack of appropriate language skills by their students compels many teachers and lecturers of Modern Greek to resort to English or to the alternate use of both language. Some teachers interviewed admitted that in certain cases, to the detriment of their own perceptions, they were even code-switching in order to get their message across "otherwise an important part of the content of their instruction would be lost".

Type of school	Greek	English	Both
State Schools			•
Independent Schools			•
Catholic Schools			•
Ethnic Schools	•		
Greek Orthodox Daily	•		
TAFE		•	

Table 22
The medium of instruction claimed to be used most in class when teaching Modern Greek (1992)
Source: Data collected by the Modern Greek Project team; B. Baker (1991)

4.3.4.2 Form of Assessment

Teachers of Modern Greek employ a wide range of assessment methods in their classes. Practices varied among the schools and the authorities. Ethnic school teachers continue to assess student performance using the traditional forms, that is dictation, composition and grammar by approximately 95 percent. From the completed questionnaires it was apparent that staff of the Greek ethnic schools were not familiar with the existing proficiency rating systems, and those few who knew them were not prepared to implement them. State school teachers were favouring more modern methods of assessment, that is, cloze tests, multiple choice and conversation (40 percent). In schools where Modern Greek is offered as a second or foreign language program, teachers employ mainly translation and cloze tests.

The greatest problem of the assessment process in the schools where Modern Greek is offered as a second language remains that of reconciling the needs of GSB and NGSB students. It appears that in some schools which attempted to enforce guidelines on who was eligible to qualify for each group were not successful because it was almost impossible to define accurately the two groups. Teachers, restricted by small number-classes and strict guidelines regarding budgetary issues, usually (82 percent) apply common assessment criteria for all students compelling some of the non-native speakers often to drop the subject in the first instance, because they feel that the competition is unfair. On the other hand, some teachers insist on using common assessment criteria believing that the opposite will encourage discrimination and will not resolve the problem of

assessment because of the multiple levels of linguistic proficiency even among native speakers within the same class.

4.3.5 Modern Greek Students Profile in Primary and Secondary Schools

In most secondary State schools there is a mixed student clientele until Year 10. From Year 11 it becomes specialised for reasons already stated. According to Modern Greek co-ordinators the retention rate in most schools is high and consistent until Year 10. Then it drops impressively.

Certain secondary language teachers criticised students for their attitudes towards Modern Greek learning and acquisition. They claimed that many students select to study Modern Greek out of convenience, continuing a language already begun at home, while others choose to study Modern Greek simply because of the reduced effort involved, in studying their "native" language.

The Modern Greek Project Team conducted a poll of attitudes towards Modern Greek, among 410 Victorian Year 12 students (The Schools involved were: Northcote High School, St John's Greek Orthodox College, Omiros College, Strathmore Secondary College, St Anargyroi College and Coburg Secondary College). The collected data did not coincide with the aforementioned evaluation, only 7 percent claiming reasons of lack of difficulty of the subject. The students were also asked to rank their subjects in order of importance for them. Over 42 percent of them gave high or medium priority to knowledge of Modern Greek for vocational purposes, professional advancement and further studies. A high proportion of students intending to apply to Arts or Humanities courses (52 percent) claimed that they were attracted to Modern Greek courses because they would be receiving at least 10 percent extra bonus marks for their overall performance in the subject by universities.

Other reasons for selecting Modern Greek at Year 12 level included the perception that some credit should be given for completing studies in a language which they commenced at their childhood period (31 percent) (one respondent claimed that "the Modern Greek mark will subsidise my poor English mark"). A number of respondents claimed that they were responding to parental persistence (14 percent), to enrich and secure their identity (43 percent), to obtain a better understanding of the Greek language (25 percent). Others replied that they selected Modern Greek for academic reasons ("because Modern Greek is required in many areas of study at university level", "I would like to do a combined Science / Arts course at the uni.", "Modern Greek is required in many areas of study (to do a combined Science-Arts degree)". A number of respondents (four percent), claimed that they were acquiring Modern Greek because their families were planning to repatriate and a number provided reasons relevant to lack of required effort (7 percent): ("it would be easy as other students have only four years of experience", "I find it easier to cope with than other subjects, because I already know a bit of Greek from my parents") (Table 23).

Reasons offered	% of respondents
vocational	23
better understanding and improvement of the language	19
my parents want me to finish	6
repatriation purposes	3
bonus (to subsidise my poor English marks)	40
score higher	8
to receive credit for studying it 12 years	30
identity and culture	40
intellectual enjoyment	15
further study and optimum academic potential	17
it would be more accessible and easier	10
linguistic values	13
because it is compulsory in my school	27

Table 23
Indicating reasons for selecting Modern Greek at Year 12 level
Source: Data collected from the project questionnaires

Students of Greek Orthodox bilingual schools claimed that the teaching of Modern Greek in their respective schools is a more difficult and demanding exercise: "In other schools where Modern Greek is taught the subject is easier. We have been placed in an unfair situation by the new VCE system, which more or less, is levelling the hard and demanding work with the easy and less industrious".

It was also found that in schools where Modern Greek is mandatory to Year 12 a substantial proportion of their Year 12 students (18 percent), would not otherwise have continued with the subject.

Many students claimed that they were forced to drop Modern Greek courses in government schools because of clashes with other subjects which ranked higher in their preferences. This is confirmed by the fact that approximately 68 percent of students who dropped the Modern Greek in the government schools attended evening or Saturday ethnic schools in their suburb. Most of the students interviewed claimed that they have studied Modern Greek in-depth over the years and therefore they would have concentrated their efforts in other disciplines. This apathy towards the subject may be reflected in the lack of status accorded to the study of languages. This is noted in many other studies (Ingleson, 1989:175; Tuffin *et.al* 1989:46ff; Leal, 1990:38ff). An earlier study in Queensland, Fairbain and Pegolo (1983:13), asked students in Year 12 to rank their language subject in order of importance against their other subjects. The results were that 5 percent of them placed LOTE in first position of importance, 13 percent second, 17 percent third, while 65 percent fourth and below. In the project survey approximately 30 percent of the students ranked Modern Greek as one of the two most important subjects, while 36 percent ranked it third and 4th, 34 percent 5th and 6th. Those respondents who claimed that they attend courses in Modern Greek for reasons of intellectual enjoyment and further studies at tertiary level ranked Modern Greek as their 1st or second most important subject at matriculation level. More than 23 percent of the respondents ranked Modern Greek higher in importance than English. Students attending the daily Greek independent schools ranked Modern Greek higher (68 percent) than did their peers in government schools (32 percent).

Most interviewed students (81 percent) identified as the strengths of their Modern Greek courses their teachers, while most (84 percent) considered the main weakness to be the lack of adequate resources and facilities for language learning. Many expressed the opinion that their communicative skills were developed satisfactorily when the courses were conducted by linguistically competent and proficient teachers. Their self-perceived linguistic skills reached a high standard when the emphasis of the teachers was concentrated on the practical skills of the language, rather than its culture and literature.

An attitudinal questionnaire was designed additionally by a sub-committee of the NLLIA[45] to identify the reasons why Year 11 students discontinued their language studies after completing it in Year 10. The questionnaire was designed to encompass questions relevant to all languages as well as issues relevant to the 9 Key languages. The Modern Greek survey was administered to five selected Victorian schools: Strathmore, Pascoe Vale, Northcote, Thornbury and St Anargyroi Greek Orthodox College. A total of 210 Modern Greek students have been asked to complete the self-administered structured and open ended sociolinguistic and psychological questionnaire. The sample was balanced for the type of education provider and the size of the Greek community in the area, on the basis of the distribution of these characteristics amongst Victorian school children. The questions were designed to examine the profile of students who undertake language courses, to investigate the language background of the students and to identify their perceived views on Modern Greek, its employment at home and its implementation at school.

It was found that of the total number of surveyed students in Modern Greek, 46 percent were male and 54 percent female. Only 12 students were not born in Australia (nine in Greece / Cyprus, and one each from Egypt, South Africa and Canada), all of them arriving prior to the age of 12. The students' perception about the level of education attained by their parents varies. It appears that some students did not comprehend the terms "undergraduate" and "postgraduate" degree as eight percent of them stated that their parents have completed one. On the average, approximately 46 percent completed primary and 26 percent post-primary education.

It was claimed that Modern Greek is used at home in 93 percent of the cases, one percent employ the Cypriot dialect, one percent Italian and four percent mainly English. As the chance of having grandparents at home is being limited by the years, almost 90 percent of the students of Modern Greek continue to use Modern Greek when they are conversing with their parents, 86 percent with their relatives, while the percentage is reduced to 53 percent with their brothers and sisters.

The majority of the surveyed students (77 percent) opted for science-oriented courses, the most popular subjects being maths (44 percent), chemistry (33 percent), physics (26 percent). Economics and legal studies attracted 25 percent. Humanities-related subjects attracted less than 20 percent of their preferences. Most of the students questioned (82 percent), claimed that it is their intention to continue their studies at tertiary level, being TAFE, College or University.

45 The participants of this subcommittee were: Boshra El Guindy, Tony Liddicoat, Jiri Neustpuny, Bee Chin Ng, Dr Anne Pauwels and Steve Petrou.

According to the obtained sample only 15 percent of the students discontinued their studies in Modern Greek at Year 11. The contributing factors to their decision were the existing clashes with other most preferred subjects, being prerequisites for their academic advancement (16 percent) or time-table arrangements (10 percent); they considered the subject irrelevant for their vocational inspirations (31 percent) or too difficult (34 percent), adverse sentimental reasons towards the language (three percent) or the teacher (two percent), the subject was not available (four percent).

The most important contributing factors for studying Modern Greek at Year 11 was their perception that Modern Greek would enhance their future career prospects (46 percent), followed by the appreciation of identity (42 percent) linguistic utilisation in the community as well as in Greece (31 percent), confidence in the subject and benefit of learning a language (29 percent each). The least important factors included the perception that other subjects were less attractive (five percent), peer group encouragement (seven percent), teacher's encouragement (eight percent), quality of teacher (15 percent), advice received by the family (18 percent), specific future utilisation of Modern Greek learning (18 percent) and easiness of the subject (19 percent).

While 67 percent of the surveyed students will continue their Modern Greek courses to Year 12 only 26 percent intend to study Modern Greek at a tertiary institution, two percent at TAFE level. The self-assessed perception of ability in Modern Greek is encouraging. Most students (51 percent) claimed that their rate of proficiency is "fluent" in "speaking" and "listening comprehension", 21 percent "very good", 15 percent "good" and 13 percent "poor" Only 33 percent of the respondent assessed their writing ability as "fluent", 30 percent "very good", 12 percent "good" and 25 percent "poor". The fact that Modern Greek has a different script from English does not appear to affect Modern Greek students, as approximately 62 percent find it either "very easy" or "easy" to cope, while only 17 percent experience some sort of difficulty.

4.3.6 Factors Encouraging, Discouraging Study of Modern Greek

A great number of surveyed teachers (23 percent) and co-ordinators (22 percent) suggested that serious improvements should and could be made in the structure and the processes which govern Modern Greek language learning in Australian education systems. A number of practices could be identified as negatively affecting the study of Modern Greek:

a the "elective" status of Modern Greek in many schools which brings Modern Greek into competition with subjects considered to be "easier and less time-demanding options", such as woodwork or typing. This indicates that the subject has been given only a marginal place in the school's timetable. The consequence is the dramatic reduction of the number of students taking Modern Greek after the compulsory Year 7 in Victoria and NSW as seen above.

b the entry requirements of institutions of higher education. For example, the current Victorian tertiary entrance system impedes science students from taking a LOTE.

c the structure of degree courses. Some Schools or Faculties allow their students to enrol in another faculty for only one elective. Some create assessment disincentives, for example, a pass in a single unit subject in Modern Greek carries only 33 percent of its value for students of science and biological sciences at La Trobe University.

d Some higher education institutions do not value LOTEs. Modern Greek survives in some NSW institutions only because of the support of the local Greek community which sustains totally the two out of three metropolitan universities offering the subject.

e the reluctance Greek-Australian parents to join school councils of both government and independent schools. eg Wesley College in Melbourne, which offered Greek for many years, considered phasing it out as soon as the parents of Greek background retired from the College Council.

f intra-community and inter-generational conflicts. At intra-community level, conflict between the organised Church and the communities, have dissected potentially strong united educational resources. At inter-generational level the conflict between Greek-born and Australian-born settlers, particularly in WA, or between pre- and post-war settlers in Brisbane, led to rejection of Modern Greek by some potential students.

According to the majority of the co-ordinators and teachers responding to the Greek Project questionnaire, the most decisive disincentive in the teaching of Modern Greek is the lack of support from the school, employers and the broader community. Many Australians feel that English, being an international language, is a sufficient means of communication with the rest of the world and, therefore, the study of other languages is not necessary. This attitude is perhaps reinforced by a strong loyalty to the British heritage of the majority. This consequent negative attitude towards LOTE courses triggers a low status towards them within Australian culture and sometimes within the Greek community itself. Teachers and Principals often demonstrate negative attitudes to Modern Greek and discourage students from attending classes in ethnic schools. Parental attitudes can have a similar effect especially in States with small Greek communities, eg WA, where the parental participation is strong only among Greek-born parents.

It was claimed by a large number of administrators that there is an underprovision of government resources for second language teaching. In certain States and Territories (WA, NT, Queensland) Modern Greek is offered in primary schools with the financial support of the Greek community, which is totally responsible for the teachers' remuneration and resources. Lack of funding arrangements causes the community to rely on its own poor resources and leads to higher contact hours for staff or discontinuation of courses. For example, Modern Greek is offered to 25 primary schools in the Perth metropolitan area as insertion classes for 60 minutes once a week, following an agreement between the Principals and the Greek community who supplies the teachers and the resources. The agreement is reviewed on an annual basis.

Discussing a marked decline in Modern Greek enrolments in the Unley High School (SA), out of approximately 1200 students only 90 attend Modern Greek classes, the co-ordinator, made the following observations, which sum up similar opinions expressed by other teachers and educators in this State:

> The attainment level is very poor. There are up to six different levels in the same class for Modern Greek: Level one is basic, level six is high competent. How can you implement a common syllabus in the same classroom? There are no text-books, nor any assistance from a resource centre. Most textbooks or compiled authentic documents for class activities are inadequate. Most teachers are considered to be elitists, or even racists, because they are catering for only native-speakers. This is, however, a necessity if a teacher aims at obtaining a homogeneity. There are no updated methods in class teaching, no new disciplines, no courses offered to improve the professional development of teachers. There is no fresh in-service approach, no advisers, no person to look to for advice. All of us improvise.

The major structural problem in some States, eg SA, WA and NT, is that although there are certain primary schools that offer Modern Greek there are no post-primary schools to continue with the teaching. The lack of continuity acts as a strong disincentive. Many students opt for a language which will be available during their secondary schooling.

Examining statistical data from the records of the Year 12 examination authorities in SA, Victoria and NSW where Modern Greek is offered as a tertiary entrance scoring subject, it was found that the average scoring mark for Modern Greek is 68 percent while for other language subjects it is higher because, both, the criteria and the structure of the examination paper, are more conservative in the case of Modern Greek. Furthermore, students standardised on the top A scale, are more likely to receive marks raging from 80 to 94, while for other languages, with less candidates, its equivalent would have been 100 percent.
In 1992, no Australian higher education institution included a language other than English in its general entry requirement.

The 1989 developments in Eastern Europe and the establishment of the new Europe in 1992 have provided an incentive in the universities for further expanding and re-organising their academic structure. The Strategic Planning Committees of various tertiary institutions have already proposed developments which will potentially reward the study of European languages in Australia. For example, the establishment of a School of European Studies at La Trobe University, incorporating the European languages already taught under an administrative umbrella, with each Department maintaining its academic, administrative and financial independence and autonomy aims at (a) increasing the number of languages offered with the addition of German and Russian Studies and (b) creating the perspective for increased assistance and enrolments.

4.4 Modern Greek in Higher Education

Modern Greek is under-represented in higher education in Australia. In at least three higher institutions (Universities of Melbourne, Sydney and Western Australia) the language was introduced with the partial or total financial support of the Greek community, while in other two (Macquarie and NSW) the establishment of academic posts requires the continuous financial support of the Greek community. Modern Greek is offered comprehensively only in three States with a total EFTSU of more than 450 in 1992, having as strong teaching base of La Trobe, Sydney, Flinders and Melbourne Universities.

A large number of Modern Greek academics have strong ties with the Greek community and involvement in the school education systems. Greek community organisations demonstrate a sensitive care towards the welfare and viability of the Modern Greek programs in the tertiary institutions, participating in fund-raising activities, funding prizes, amenities for students and awards and participating towards courses. Involvement of academic staff included syllabus and examination committees, visits to schools, participation in steering committees, school councils and voluntary consultancies for Government and Community agencies. Some respondents to the Modern Greek Project questionnaire stated that the course structure and the content of some of their courses were related to Greek-Australian community, for example history of immigration and settlement, and Australian Greek literature and language.

It has been already pointed out (Leal,1990:57) that in 1990, 36 higher education institutions offered some 40 modern languages in award programs. Since the introduction of Modern Greek in the New England University in 1968, 14 tertiary education institutions in Australia in 1992 offered Greek studies as an award course. In addition, there are ten institutions, namely the Adelaide University, James Cook University of North Queensland, La Trobe University, University of Western Australia, University of Newcastle, Northern Territory University, The University of Queensland, South Australian CAE, The University of Sydney, and Victoria College with non-award courses, summer schools, and other short-scheduled accelerated programs. These courses operate at three levels, beginners, intermediate and advanced.

There is only one institution (New England University), offering Modern Greek by distance education. Mitchell College of Advanced Education in Bathurst commenced in 1976 offering Modern Greek as a distance education subject. The course was forced to cease its function in 1981, despite the high demand, because of lack of personnel. In fact the only academic involved was compelled to teach two linguistics subjects, to organise seminars on linguistics and professional writing for the students of communication studies, to teach subjects relevant to the Ethnic Media in Australia in addition to his internal and external students in Modern Greek.

In 1992, Modern Greek was among the seven languages most widely offered at Australian tertiary institutions. Modern Greek remained stable both numerically and geographically in the sense that the number and identity of institutions offering the subject remained the same. Only in one higher education institution, The University of Western Australia, was the language phased out, for reasons not relevant to enrolments and demand, while no institution stated that it intends to discontinue Modern Greek in the next five years.

In the early 1990s Modern Greek is expanding and consolidating its position across the various higher education institutions of the Eastern States. In 1993 Modern Greek will be introduced in the Northern Territory University, where only Indonesian is currently offered. Modern Greek is also expected to be offered at Wollongong in 1993, while the mounting pressure for the recognition of Modern Greek as a tertiary entrance scoring subject in WA, may lead to its re-introduction at tertiary level. The Modern Greek Project Team was made aware of the willingness of the Hellenic Community of WA to fund a program where Modern Greek could be re-introduced at the University of WA.

Modern Greek Sections and Departments are far from isolated in their institutions. Staff participate in interdisciplinary courses or other language courses within the same university. Several members of staff stated that they were involved in joint courses with English, French or Linguistics. Courses are developed and presented in a cross-institutional basis. Reported collaboration ranged from staff exchange (Macquarie-Sydney-NSW), to complementary courses between institutions (Monash-Melbourne).

Modern Greek also forms part of broader programs within some faculties. For example, the Greek Studies Program at Charles Sturt University (Bathurst campus) constitutes part of the English, History and Australian Studies Major. Students can take *History and Society (Ancient Greek World)*, *Ancient Greek Literature* as well as *Modern Greek* as electives in other degrees, namely Communication and Liberal Studies, Teachers' Education and / or Social Sciences. Modern Greek subjects are also an integral part of European, Classical and Australian Studies at the University of Melbourne.

In addition, there are many institutions sharing language expertise in Modern Greek, eg Modern Greek in the University of Adelaide is co-ordinated from Flinders University, Macquarie University Exchanges Lecturers and Tutors with the University of NSW and receives the assistance of the University of Sydney. Until 1990, Modern Greek at La Trobe and Monash Universities was co-ordinated by the University of Melbourne. In 1991 and 1992, the fourth year Honours Seminars for the Monash students of Modern Greek were offered by the University of Melbourne.

The establishment of the Modern Greek Studies Association of Australia and New Zealand in 1990, comprised of academic staff from higher education institutions should facilitate greater co-operation and resource sharing particularly via its *Newsletter* and proposed *Journal*.

Modern Greek language Sections and Departments vary in status and administrative context. There are fully established Departments (Flinders, Sydney), Departments with no Chair (La Trobe), lectureships within Departments of Classical Studies (Melbourne, Monash), units, subjects, areas of study or divisions within a larger spectrum of modern languages or multicultural studies (Deakin, R.M.I.T, Victoria University of Technology), programs within a faculty where Modern Greek is taught as a minor subject of a broader area of study (Charles Sturt), and finally single sequences appended to the academic structure and taught by "Language Instructors" or "Sessional Lecturers" on a sessional basis (Macquarie, NSW).

State	1982	1986	1992	1993	Phased out
NT	-	-	-	1	-
NSW	3	3	6	7	-
Vic	2	4	6	6	-
SA	2	2	2	2	-
WA	1	-	1	-	2

Table 24

Distribution of Institutions offering Modern Greek by State and Territory, 1992
Source: Data collected by Modern Greek Project Team

Tertiary Institutions	1988*	1989*	1990*	1991*	1992*
Charles Sturt Uni.	5.0	5.0	4.5	5.0	7.0
Flinders Uni.	NA	17	28	34	32.5
La Trobe Uni.	51.2	62.1	66.2	69.6	77.2
Macquarie Uni.	5.0	8.2	16.3	16.5	16.2
Monash Uni.	31.2	27.2	23.9	22	16.1
New England	34.2	35	39.5	38.4	48.5
R.M.I.T. (P.I.T.)	13.2	14.5	15.2	16.6	16.9
S. Australian CAE**	31.6	28.2	16.8	9.2	6.2
St Andrew's College	13	15	16	18	24
Uni of NSW	NA	10.2	11.2	14.5	14.8
Uni. of Adelaide	NA	NA	NA	8.9	11.5
Uni. of Melbourne	45.2	43.5	37.1	31.2	25.5
Uni. of Sydney	53.1	57.3	58.1	67.2	65.2
Deakin (Toorak)	45.6	47.1	46.2	45.8	45.6
Victoria U.T.	33.1	66.2	40.6	39.4	38.1
Edith Cowan Uni.	2.3	2.0	1.5	NA	NA
Total	363.6	408.5	421.1	436.3	445.2

Table 25

Source: Data collected by Modern Greek Project Team based on figures provided by the Heads of the Sections and Departments.
Student undergraduate and postgraduate enrolments in Modern Greek by tertiary institution in EFTSUs

** The figures do not include audit students who have enrolled through the Centre for Continuing Education in the Universities of Sydney, Melbourne, La Trobe and Flinders (about 25 altogether in 1992).*

*** Due to the merging of the City Campus with the University of Adelaide, the School of Arts of the former South Australian College of Advanced Education became part of the Faculty of Arts of the University of Adelaide in 1991. Students of Modern Greek completed their studies in 1992, and as no new students were admitted in after 1989, Modern Greek courses will be continued in the University of Adelaide.*

In 1991, the total student enrolment in Modern Greek in Australian institutions of higher education, measured in EFTSUs was 436. In 1992, the enrolments increased to 445 EFTSUs, establishing at least one university as a strong numerical base in each of the three states. The Greek Studies at La Trobe University had the largest number of undergraduate students and areas of study, followed by Sydney University and Flinders. The merging of Phillip Institute of Technology with R.M.I.T. and Victoria College with Deakin is expected to increase access to courses and the number of Modern Greek enrolments. The statistical analysis produced by earlier studies and reports (Leal, 1990), do not indicate the actual number of students enrolled in these Modern Greek subjects which constitute a minor study within major area of study. For example, at Charles Sturt University the number of Modern Greek students attending courses in Modern Greek is grossly

underestimated, while the honours and postgraduate students in Modern Greek of Melbourne and Monash Universities did not receive any mention. At Charles Sturt University, the Greek studies program is part of the English, Australian Studies and History major, therefore the program is overshadowed by the major courses and the enrolled students do not appear in statistics. Only the 35 students of the existing two levels in Modern Greek appear separately; the 125 students who attend courses in Greek History and ancient Greek literature are listed under their major programs.

In addition, in 1992 many universities were undergoing substantial changes in their structure, objectives and aspirations, establishing Strategic Planning Committees, and introducing review committees to accredit and rationalise the existing courses. As a result of the decision of the Strategic Planning Committee of La Trobe University, in 1993, all European language Departments will merge to form the School of European Languages, each Department maintaining, however, its academic, administrative, and budgetary autonomy. In addition and in parity with the other language Departments, the Greek Studies Unit will also become a fully-established Department with its own Chair. This new move is expected to increase the number of NGSB students attending Modern Greek courses, drawing particularly from courses in the areas of Humanities and Social Sciences.

According to the interviewed Heads of the Departments of Greek Studies, the demand for Modern Greek among students will increase in the years to come, providing that the type of programs offered alters and an emphasis is placed on inter-disciplinary studies. The predicted increase in the number of students is based on incentives introduced by Faculties and Universities for students of LOTE. For example, the University of Melbourne as from 1993 will increase the language-subject points from 25 to 37.5, while another Department of Modern Greek proposes to reduce prerequisite level of proficiency in Modern Greek in order to attract more students, mainly NGSB. The introduction of 10 bonus points for VCE language students at selection as from 1994 is expected to increase further the numbers of Modern Greek students at the University of Melbourne. Continuing Education enrolments in Modern Greek are also expected to increase. The recent decrease of the number of Modern Greek students in this University can be related to the extremely high VCE score required for entry to any of its Faculties and reluctance of students from other faculties to incur extra HECS liability by taking Modern Greek.

Government funding limitations imposed on community languages over the last six years have forced higher education institutions to restrict the academic positions in the Departments of Modern Greek. It was also claimed by the Heads of certain Departments that there is an unrealistically high imbalance in the teachers students ratios, forcing many lecturers to increase workload and high assessment load, a fact which seriously affects their research commitments and has an adverse effect on their morale. For example, the current Modern Greek teacher student ratio in EFTSUs at La Trobe University is 12,5:1. Despite the orchestrated campaign against humanity courses, the number of beginners in Ancient Greek in the Victorian universities increased by 75 percent compared with their intake prior to 1991. The revitalisation of the courses in classical studies and Ancient Greek is expected to increase the status of Modern Greek in Australia and it is anticipated that a number of students with classical background will turn to Modern Greek studies in order to enhance and complete their understanding of the diachronic quality of Greek language and culture.

Most universities have already launched an advertising campaign to encourage students from all faculties to take LOTE. However, in almost all universities, students from other faculties are often not able to build units of Modern Greek into their degree structure and can be reluctant to incur an additional HECS liability. A full unit of Modern Greek is valued only 0.33 in the Faculty of Economics or Biological Science, at La Trobe University, while in the University of NSW medical students were not allowed to enrol in any unit of Modern Greek.

4.4.1 The Modern Greek Curriculum in Tertiary Education Institutions

Most Departments of Modern Greek in tertiary education institutions in Australia do not offer only language courses. Almost all of them teach core units of language, literary theory, literature and culture, while some Departments also teach linguistics (La Trobe University, University of Melbourne), a number of optional areas of study, history of immigration and settlement, social anthropology (Flinders, Melbourne, La Trobe) and vocationally-oriented studies, eg translating and interpreting (Deakin). Table 21 shows the teaching programs of the Modern Greek Departments in 1992. The most taught area study is still literature, however, according to the surveyed Modern Greek Heads of Sections and Departments, since 1990 the course patterns are changing towards courses which aim to reinforce the communicative skills of their students. The core subjects offered by Departments of Modern Greek combine the study of the spoken and written Greek language with the study of literature, history, society and civilisation of Greece.

Program	1	2	3	4	5	6	7	8	9	10	11
Language	*	*	*	*	*	*	*	*	*	*	*
Literature	*	*	*	*	*	*	*	*	*	*	*
Linguistics	*	*			*	*					
Translating & Interpreting		*			*					*	
History, politics &/or sociol.	*	*			*	*	*	*	*		*
Culture		*							*		
Australian Immig.		*		*	*	*		*			
Area studies		*			*	*	*	*			

Table 26

Teaching programs in Departments of Modern Greek
1. Charles Sturt 2. La Trobe 3. Macquarie, University of NSW 4. Monash 5. Flinders, The University of Adelaide 6. The University of Melbourne 7. New England 8. The University of Sydney 9. R.M.I.T (P. I.T.) 10. Deakin (Victoria College) 11. Victoria University (Footscray Institute of Technology)

An appropriate sequence of the core subjects is available from first to third and fourth-year level catering for the needs of absolute beginners, false beginners, intermediate and linguistically advanced students. In some institutions Modern Greek is not offered at third year, or is offered in separate sequences of one, two and three years (Victoria College, NSW, Macquarie). Students who wish to qualify for a degree with a major in Greek studies will be required to complete an appropriate sequence of at least four full unit-subjects in any tertiary institution.

Higher Institution	Three Year Sequence	Two Years Only	Honours Courses	MA Courses (Thesis or Coursework)	PhD.
Charles Sturt University	-	•	-	-	-
La Trobe University	•	-	•	•	•
Macquarie University	-	•	-	-	-
Monash University	•	-	•	•	•
The Flinders University	•	-	•	•	•
The University of Adelaide	•	-	•	-	-
The University of Melbourne	•	-	•	•	•
The University of New England	•	•	•	•	•
The University of Sydney	•	-	•	•	•
The University of NSW	•	-	-	-	-
R.M.I.T (P. I.T.)	•	-	-	-	-
Deakin (Victoria College)	•	•	-	-	-
Victoria University	•	-	-	-	

Table 27
The curriculum structure of Modern Greek in higher Education Institutions (1992)
Source: Data collected by the Modern Greek project team

Teaching methodologies vary by institution, the emphasis which is applied to specific areas of study, and the level of linguistic competence of the students, but the communicative methods predominate in almost all small classes situation. All practical classes, tutorials and language laboratory classes, focus on fluency and accuracy in communication. In this situation, more traditional approaches, for example, translations and grammar, are employed. Many interviewed members of staff stated that there is no single best methodology and they adopt the formal traditional training in grammar enhanced by situational discussion and activities conversation. The main reason for this approach remains the fact that, on the average, 83 percent of their students are "native-speakers" of Modern Greek or students who have adequately completed HSC / VCE studies at secondary level. The approach adopted for the beginners and intermediate classes varies substantially. These students commence their learning of Modern Greek with audio-visual methods, progressively enriched with communicative methods. Course books are imported or locally produced to suit their needs[46].

The determination, enthusiasm and high quality teaching of the tertiary teachers involved were seen by most surveyed academics as the basic factors for implementing successful methodologies with the beginner and intermediate students.

> "... For the students to acquire practical language skills and confidence together with the understanding of the language and its relation with the Greek culture any methodology must be accompanied and implemented by a patient and articulated showman. We need the sufficient staffing resources and dedication above all to motivate the students. It is the showman who will retain the numbers, after all, not the language itself. Once the students are motivated, the effectiveness of teaching could not be placed in doubt...".

46 Text-books were prepared by Flinders, New England and La Trobe Universities.

Most surveyed Heads claimed that the difference between the clientele for which the Departments of Modern Greek are currently catering (mainly GSB students) with the one that they aim to attract (NGSB students), in order to retain long-term viability, should focus on the methodology and the objectives of their courses. The validity of writing competency, the linguistic theory, the access to the Greek literature and the dynamics of the comparative literary theory in relation to Greek literature which currently predominate the courses, are important objectives for undergraduate courses targeting mainly native-speakers of Greek. However, if the broader market, namely the NGSB students are to be attracted in Modern Greek courses, endorsement should be given to oral / aural skills, reading competency and appreciation of Modern Greek culture. The expectations should be also modified. The highest level of proficiency in Modern Greek should be targeted mainly with post HSC / VCE clientele. For beginners and intermediate students the ability to develop simple communicative skills, to read and to obtain a reasonable level of correctness in Modern Greek should be the ultimate goal.

4.4.1.1 Honours and Postgraduate Studies

Honours and postgraduate studies in Modern Greek are available in six tertiary institutions in Australia. Despite the fact that Modern Greek courses are not available in all States and Territories[47], the honours and postgraduate enrolments in Modern Greek are proportionally the highest in this country (23.5 percent), if compared with any other modern language, including French.

In 1992, of a total number of 1150 undergraduate students in Modern Greek, 67 or six percent were enrolled for honours and postgraduate studies. Thus, Leal's concluding statement (1990:88) that from a total number of 200 research students in languages in Australia at Masters and PhD level in modern languages "the languages in which Masters and PhD programs are most readily available are French, German, Italian, Japanese and Chinese" is inaccurate, as currently 48 Modern Greek research students are involved in postgraduate projects, or approximately 23 percent of the total number of postgraduate students in all LOTEs. Honours and Postgraduate enrolments in Modern Greek made up about 57 percent of all honours and postgraduate enrolments in modern languages at La Trobe University constantly during the past four years, eg there were four Hons students and two MA students in 1989, four Honours, one MA (Prlm) and three MA in 1990, five Honours, four MA in 1991, and seven Honours, two MA (Prlm), and seven MA in 1992. During the same period, the Department of French Studies enrolled two MA in 1989, one Honours student in 1991 and one PhD candidate during the period 1990-1992, the Italian Department had the second strongest vitality in postgraduate courses, while there was no postgraduate student enrolment in the Department of Spanish.

47 Only French, German and Japanese are available in all States and in ACT.

Tertiary Institution	Honours	MA (Prelim)	MA	PhD.	Total Students
Flinders Uni.	2	-	2	3	7
La Trobe Uni.	7	2	7	-	16
Monash Uni.	-	-	2	-	2
New England Uni.	-	-	4	3	7
The Uni. of Melbourne	7	-	4	4	15
The Uni. of Sydney	3	3	6	8	20
Total	19	5	25	18	67

Table 28

*Students enrolled for Honours and Postgraduate degrees (1992)**
Source: Data collected from the Modern Greek Project Team.
** Postgraduate students with Higher Degree Theses in topics relevant to Modern Greek studies in Departments other than Greek Studies are not included in this Table. Therefore, the actual number of postgraduate students involved in research projects relevant to Greek studies should be expected to be higher. The number of honours students listed under University of Melbourne include 2 honours thesis students from Monash.*

Dept.	Hons				MA (Preliminary)				MA				PhD			
	1989	1990	1991	1992	1989	1990	1991	1992	1989	1990	1991	1992	1989	1990	1991	1992
French	0	0	1	0	0	0	0	0	2	0	0	0	0	1	0	1
Greek	2	4.5	2.5	7	0.5	0.5	0	1.5	4	4	4	7	0	0	0	1
Italian	1	4	1.5	1.5	0	0	0	0	1	0.5	0	1	0	0.5	0.5	0.5
Spanish	1	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0

Table 29

Honours and Postgraduate courses at La Trobe University
Source: Data collected from the Modern Greek Project Team

Honours programs involve a coursework component and a thesis both to be completed in one year's full time study. At the University of Melbourne this coursework normally involves two subjects, or equivalent. Postgraduate studies are taken by most universities where Modern Greek is offered, by thesis, while it is possible to complete a coursework and minor thesis MA in Modern Greek at Sydney, Melbourne and New England Universities.

The University of Sydney is attracting currently the highest number of PhD concentrating mainly on issues pertinent to literature and Greek society. La Trobe University has most MA students focusing mainly on Greek sociolinguistics, while Melbourne University attracts the largest number of Honours students. It is not surprising to find that in agreement with the trend in other LOTEs, the main thrust of research and academic direction is turned towards literature and society. The main areas of study include 19th and 20th century Greek, Cypriot and Australian Greek poets and prose writers, gender studies and folklore. Of the current 45 research projects, only four directly investigate the Greek language: three of which are at La Trobe University and one at the University of New England. There are also two historical research projects, one based on the Asia Minor catastrophe and the other on the Macedonian issue.

4.4.2 Teaching Structures in Tertiary Institutions

Most Modern Greek courses in tertiary education in Australia involve the core subjects comprised of language and literature as well as a range of optional subjects in Universities where students are able to major in Modern Greek. Most higher education institutions are restricted to at least three award-subjects, while full-structured Departments (Flinders University, Sydney University and La Trobe University) may offer up to six Modern Greek subjects towards a nine-subject degree. Although students studying Modern Greek usually have between four and five classes per week per subject, (ie 120-150 hours per annum), it is generally accepted that to achieve greater linguistic proficiency, Departments need to operate more intensive classes. In most tertiary institutions where Modern Greek is offered as a major component for a Degree, ie comprises six out of the total nine subjects of a BA, students may have a total of 720-900 hours of instructions over the three years of study. In the view of some academic staff interviewed, there is a need to increase the length of the study either by incorporating a year of additional study in Modern Greek, or, preferably, by introducing an out-campus Study Program where at least one semester will be undertaken in Greece. Third-year Modern Greek studies for NGSB and "false-bilingual" students at La Trobe University necessitates the mandatory studies in Greece for at least a term in Modern Greek. The formal student and staff exchange agreement signed in April 1992 between the University of Thessaloniki and La Trobe is expected to accommodate an easier and less expensive approach for the involved students.

This formalised institutional link paves the way for the actual implementation of the out-campus studies program according to which third year students of Modern Greek could undertake one semester study at the University of Thessaloniki fully credited to their degree.

Most Departments allocate students to groups of relatively comparable competence. Students with elementary or no prior knowledge of Modern Greek are assigned to beginners course; students with some degree of competence, who have not taken the language to HSC level, are placed in intermediate classes; while those with HSC background or students who completed secondary education in Greece are directed to advanced courses. Some Departments conduct placement tests for intermediate students prior to the commencement of classes.

Beginners' courses are the most intensive courses. The primary aim of the beginners streams is oral fluency for "genuine" beginners. The intensity is not represented only by the number of teaching hours, usually six hours per week, but also by the structure of the workshops and the practical learning methods employed to enable the time to be most efficiently utilised for the purpose of language acquisition. In addition, these courses are defined in a way which increases the number of hours of exposure to the language for every student by means of extra-curriculum audio-visual activities, assignments and essays.

In 1992, following an internal academic and curriculum review the Department of Greek Studies, La Trobe University, decided to upgrade its non-specialist courses in order to attract a larger number of NGSB students. Special prizes, are to be introduced and existing programs restructured to place particular emphasis on the practical linguistic skills. An independent 3 year course for NGSB beginners is to be introduced. In order to eliminate any disincentive for the continuation of

prospective NGSB students in Modern Greek to second and third year studies, new courses were outlined to cope for the linguistic needs of this particular group. In these courses, designed exclusively for the NGSB students, although issues pertinent to literature and culture constitute an integral part, they do not account for more than 20 percent of the overall assessment. Only one lecture on Greek society, history and literature is offered once a fortnight. Students taking courses in Modern Greek throughout Australia are encouraged to spend their vacation time in Greece in short intensive courses in Modern Greek and Greek history specially organised by the Greek Ministry of Culture study tours. Over one hundred Australian-born students were selected to attend these courses in Athens and Thessaloniki in 1992 with the funding support of the Greek Government. The Institute for Balkan Studies in co-operation with the University of Thessaloniki organise on an annual basis, intensive summer classes in Modern Greek for the Australian-born students. These classes are heavily subsidised by the Greek Government and supported by the local government authorities of Greece regarding the study tours and receptions which aim to provide them with an environment culturally authentic. This is in addition to the Greek Australian Presidential Scholarships (Travel Awards) awarded to practising teachers with the support of the Australian Government since 1983, whereby teachers can study in Greece for a duration of six months.

Certain Departments of Greek Studies have introduced course evaluation assessment by their students. Available data confirms that although 78 percent of the students were pleased or very pleased with the courses offered, they proposed certain changes in the approach and the curriculum. The most common weaknesses identified by the students include that "lectures were not always relevant to their language needs", that they "did not have adequate resources for language learning", that "the hours of language instructions should be increased".

A clear finding from the Modern Greek Project team's visits to various institutions was that there is a growing interest among students for a wider range of courses than is currently offered and introduction of linguistic courses more relevant to their needs. For example, many secondary students will be compelled to interrupt their studies in Modern Greek, in Year 10 level, simply because the introduction of the new university entrance scheme in Victoria restricts them to select a LOTE if they are undertaking science-oriented courses, as indeed 81 percent of the students of Greek descent do. This is also the case with the other States, including WA. These students with a sound competence in Modern Greek, are left with no options at tertiary level, because there are no bridging courses designed for their particular needs, since most courses, other than "Beginners" and "Intermediate", presuppose a successful HSC completion in Modern Greek.

Research into Modern Greek in Australia is particularly extensive over the last five years because of Modern Greek's multiple function in this country not only as a community language for the overseas-born Greek settlers and their children, but also as a second language for the third and subsequent generation Greek-Australians as well as a LOTE for the broader Australian community. An important consequence of this is to implement the research finding into teaching material in university courses, ie courses initiated on contrastive linguistics, sociolinguistics, psycholinguistics, and language contact in higher education institutions such as La Trobe University and Flinders. A second related justification for Modern Greek Departments to be involved in language research is that it can improve the status of language teachers. Since recently most research

activities in the Departments of Greek Studies were concentrating on Greek literature and civilisation. Literary issues and folk-lore were the main research-based areas of research study leading on to research for graduate students. In the last five years more postgraduate students were involved in research projects relevant to language and history. In recent years a number of honours and higher degree theses have been produced, covering such areas as Modern Greek in Mass Media, the changing structure of Modern Greek in Australia and the influence of both Modern Greek and English on the dialect acquisition and learning.

Only limited research has been carried out and has been published on Australian psycholinguistics (Stern, 1983, Nunan, 1990, Romaine, 1991) regarding language attitudes and foreign language learning and even less about Modern Greek (Romaine 1991, Tamis 1992a). Some of the findings and certain viewpoints are mentioned in other sections of this report. They include reasons for attrition, cases of language maintenance and language shift and factors affecting learning and competence in Modern Greek (Clyne, 1991b; Tamis, 1988, 1990, 1991).

Most interviewed Modern Greek members of staff expressed the view that, depending on the level of studies, the type of class (language / literature) and the background of both the students and the lecturers, the medium of instruction that they sufficiently use most often is Modern Greek. This is in agreement with past researchers (Leal, 1991:253ff) who found that with, the exception of teachers in Russian, most Australian language academics employ the target language as the medium of instruction. Surveyed teachers of Modern Greek agreed that the target language should be used more often as the medium of instruction, particularly with background students, however, for the NGSB students and in order to make the courses accessible to a wider clientele teachers must resort to English.

The form of assessment which is applied varies from institution to institution according to the perceived level of proficiency of their students and the year of studies. Interviewed staff reported that in most language classes grammar, cloze tests, composition and translations are employed as the form of assessment (80 percent). Exercises involving multiple choice and dictation appear less popular. Oral conversation is compulsory in most language teaching programs, comprising a separate examination session valued at a minimum of 10 percent of the overall assessment in the language.

Interviewed Modern Greek language staff indicated that the objective of their courses, designed for post HSC / VCE students, is not to teach the basic linguistic skills, but rather to reinforce and develop the linguistic knowledge which was acquired during their primary and secondary schooling. This perception is stronger with the staff in institutions which admit students with high HSC / VCE performance (Melbourne, Sydney Universities), and perhaps it was more justifiable in the 1970s and 1980s with the high percentage of students who had matriculated in Greece or Cyprus. In the recent years, however, the linguistic proficiency of the post HSC / VCE students is comparatively lower and the weakness in all levels of language, particularly in the vocabulary and syntax more obvious. Although almost every member is involved in language teaching, irrespective of the academic background, those who are engaged in activities towards enhancing research on language and language teaching are only a minority (8 percent). This is in agreement with the departmental attitudes of other languages, namely French, German and Russian, while Asian language

teachers value most highly research into language learning and teaching (Leal, 1990:259).

4.4.3 Student Profile at Tertiary Institutions

According to data obtained from the questionnaires as well as from figures provided by the Heads of Modern Greek Departments, the students of Modern Greek are predominantly female; females constitute more than 75 percent of the student body in all tertiary institutions with the exception of New England University where Modern Greek is offered on a distance education basis, where the ratio is balanced. The only noticeable exception seems to be the postgraduate intake, where the females represent only the 43 percent of the students. Nevertheless, the female male ratio is in agreement with the sex pattern of enrolments in the Faculties of Arts or Humanities.

Mature students (over the age of 25) constitute approximately only 18 percent of the total intake. Contrary to what other researchers claimed in the past (Leal, 1990:118) the number of non-Greeks attending courses in Modern Greek at tertiary level increased drastically over the last four years. According to the records of the Departments of Modern Greek approximately 15 percent of the students taking Modern Greek in 1992 were linguistically NGSB students in the sense that both of their parents did not trace their lineage to Greek speakers, while approximately 14 percent of the students were not of Greek descent. The percentage of non-Greek descent students varies from zero (Monash University) to 40 percent (New England University) and to 98 percent (Charles Sturt University). In fact, for the first time, the 1992 first-year enrolments in New England university indicate that the NGSB students exceeded GSB students with a percentage of 52 percent to 48 percent. According to the Head of the Department, the changes in the GSB to NGSB ratio have not been consistent. "There was a drop in NGSB students in the period 1988-1990 that now seems to increase steadily towards a 50 percent balance" (P. Kokori in her submission).

Institution	Undergraduate courses			Postgraduate courses		
	1990	1991	1992	1990	1991	1992
Charles Sturt Uni.	91	95	98	NA	NA	NA
La Trobe Uni.	12	13	14	0	0	0
Macquarie Uni.	8	9	10	NA	NA	NA
Monash Uni.	0	0	0	0	0	0
The Flinders Uni.	12	8	4	0	20	20
The Uni. of Adelaide	NA	NA	5	NA	NA	NA
The Uni. of Melbourne	11	8	NA v*	0	0	0
The Uni. of New England	34	36	40	15	15	15
The Uni. of Sydney	8	5	5	0	0	0
The Uni. of NSW	8	10	10	NA	NA	NA
R.M.I.T (P. I.T.)	9	10	13	NA	NA	NA
Deakin (Victoria College)	8	10	11	NA	NA	NA
Victoria Uni.	7	12	12	NA	NA	NA

Table 30
Percentage of students of NGSB
Source: Data collected by the Modern Greek Project Team
NAv: Beginners' course was not offered in 1992 due to the absence of the Lecturer-in-charge in his OSP. It will be reintroduced in 1993.*

Leal's assertion (1990:119), therefore, that languages such as Arabic, Greek, "Macedonian" or Vietnamese attract only students of their own descent "sometimes approaching 100 percent", can not be substantiated by our data as far as the Modern Greek is concerned. Leal highlights the Italian language which attracts two thirds of the total student intake from the Anglo-Celtic community. It should also be noted that at the University of Melbourne, linguistically talented NGSB students have frequently entered advanced language courses with excellent results. Most interviewed Modern Greek staff claimed that their courses at tertiary level will attract an increasing proportion of NGSB students, providing the current trends and policies will continue to prevail. In the words of a Senior Lecturer:

> "... we have to open our courses not only by means of the variety of the areas of study offered, but also by means of the medium of teaching used. Certain language courses must be modified to cater for students who can not cope with a demanding curriculum planned for native speakers of Modern Greek. It is imperative for our programs also to attract a broader non-Greek intake by implementing subjects relevant to other liberal studies, namely Ancient Greek literature, Greek history and Greek culture in its oriental and European context..."

Within the Australian context, the modification of the current assessment procedures of the HSC / VCE courses to accommodate the non-background and/or non-Greek students, will provide them with the incentive to continue their studies at post-secondary level. Even under the current situation, available data (see relevant section on the primary and post-primary students' profile) confirms that NGSB students managed not only to pass the high-standard HSC in Modern Greek but also to excel[48].

Interviewed Heads of Modern Greek Departments expressed the view that the wide range of areas of study currently offered, the merging of various language departments into multilingual and multicultural clusters, will open the way for cross-lingual and cross-cultural exchanges.

Upon enrolment all students of Modern Greek at La Trobe University complete an enrolment form indicating among other things the reason(s) for choosing to study Modern Greek. Analysing the data obtained over the last five years it was found that the majority of the first year students (69 percent) elect to enrol in Modern Greek for employment prospects acquiring qualifications for teaching, as well as other professions, such as a career in the Department of Foreign Affairs and Trade, tourism and hospitality, trade industries and welfare. The second most important motive for the selection of Modern Greek was the ethnic loyalty: for it constitutes "part of our identity and culture" (68 percent). Other reasons included: for "pleasure, curiosity and travel" (48 percent) and for personal interest and satisfaction (40 percent). 45 percent of the respondents selected the subject because they began studying at school and therefore it was both convenient and easy; 40 percent of the students of Anglo-Celtic background claimed that they would like to acquire Modern Greek for communicative purposes with relatives and friends in Australia as well as out of interest in other cultures. In addition to professional inspiration, humanistic and even religious reasons were offered by the

48 Reference is made here to Ann Matheson, who in the 1990 HSC university entrance examinations scored the highest mark in Modern Greek in her State, SA.

respondents, a fact which reinforces the opinion that Modern Greek is used in Australia both as a second language as well as a community language.

4.4.4 Academic Staff Profile

There are 45 members of teaching staff involved with the teaching of Modern Greek language, literature and culture in Australian tertiary institutions (Table 31) of whom only 69 percent are employed on a full time basis. Of the total number of staff, four percent were Professors, 52 percent Senior Lecturers or Lecturers, 44 percent Senior Tutors or Tutors and Instructors. The differences in the distribution of staff across these positions if compared with other languages or indeed with other academic departments are revealing. Leal (1990:132) found that of the number of staff positions in Departments of Modern Languages, 13.5 percent were occupied by the most senior level, 60.2 percent Senior Lecturers and Lecturers and 26.5 percent Senior Tutors and Tutors.

Institution	1	2	3	4	5	6	7	8	Total
Charles Sturt Uni.	-	1	-	1	-	-	-	1	1
La Trobe Uni.	-	5	2	3	4	-	-	7	7
Macquarie Uni.	-	1	1	-	-	2	-	-	2
Monash Uni.	-	1	1	-	2	-	-	2	2
The Flinders Uni.	1	3	-	3	1	-	-	4	4
The Uni. of Adelaide	-	3	1	2	1	-	-	3	3
The Uni. of Melbourne	-	3	-	3	-	-	-	3	3
The Uni. of N.England	-	2	1	2	1	-	-	3	3
The Uni. of Sydney	1	4	63		2	6	2	5	11
The Uni. of NSW	-	1	1	-	-	2	-	-	2
Phillip I.T.(RMIT)	-	1	1	-	1	1	-	1	2
Deakin University	-	2	1	2	-	1	-	2	3
Victoria Uni.	-	1	1	1	-	1	-	1	2
Total	2	28	15	20	12	13	2	29	45

Table 31

The positions held by Modern Greek academic staff in various Tertiary Institutions (1992)
1. Prof/ Assoc. Prof./Reader; 2. Senior Lecturer/Lecturer; 3. Assistant Lecturer/Senior Tutor/Tutor; 4. Tenured; 5. Fixed Term appointment; 6. Casual; 7. Part-Time 8. Full-Time.
Source: Data collected by the Modern Greek Project Team

These statistics highlight not only the gross under-representation of the Modern Greek Departments at the most senior level in the decision and policy-making bodies, the promotion committees and the selection panels, compared to that of the staff in most other language departments, but also the grossly and inordinately high number of tutors and casual staff (Table 32).

Staff levels	Modern Greek	European Languages	English	History Politics
Prof/Reader	4	13.5	24.4	26.1
S.Lect./Lect.	52	60.2	60.7	65.6
S.Tutor/Tut.	44	26.2	14.9	8.3

Table 32

Distribution of staff across levels, classified by type of department (%) (1991)
Source: For Departments other than Modern Greek, Leal (1990:132)

123 BEST COPY AVAILABLE

Overall, Modern Greek Departments being among the least established departments in the higher education institutions had still 34 percent of their staff currently employed either on tenured or continuing appointments, 25 percent were on contract or fixed term appointments, 8 percent were on part-time contracts and a remarkable 32 percent (lecturers and tutors) were employed on a casual basis. In fact the real situation is even worse for Modern Greek, if we have to bear in mind the great imbalance in teachers:student ratio. For example, there were no tenured staff appointments at the level of lecturer and below to any Modern Greek language program offered in the University of Macquarie, the University of NSW, the Edith Cowan University (until it phased out in 1991), while, at Monash, a full three-year sequence of Modern Greek is taught by only one tenured staff member at the level of lecturer, helped by one untenured tutor.

In Sydney, with the exception of the Greek community funded Sir Nicholas Laurantus Chair of Modern Greek in the University of Sydney, the Modern Greek staff of the other two tertiary institutions (Macquarie, NSW), in addition to being only casually employed, are responsible for setting, running and actually funding their programs, while they are constantly reminded that unless they meet the financial and numerical requirements, these programs will cease to exist. The courses are subject to constant financial rationalisation and their continuation is subjected to the availability of funds. The Greek community responds generously, despite the perceived marginalisation of their language, as the following passage from the Grecophone newspaper Kosmos indicates:

> "... A praiseworthy initiative by the Panarcadian Association is the organising of an annual Dinner Dance to raise funds to support the Modern Greek Studies Program at Macquarie University. ... Indeed it would be a godsend if every brotherhood and association in our community held at least one dance per year to raise funds which will ensure that the Modern Greek Studies Programs of the Universities of New South Wales and Macquarie continue for many years to come. After all, it is the future of Modern Greek at tertiary level which should be a top priority amongst all Greeks as we approach the 21st century. It is not enough to just say you would like to support the maintenance of Modern Greek. Prove it ..." (*Kosmos Newspaper*, 12 June 1992, p.13)

The Modern Greek course at the University of NSW commenced in 1989 with the appointment of a non-academic position of language instructor financially supported by the local Greek community. In 1991 the university decided to cover half of the appointment of an additional language instructor in order to assist with the increasing numbers. Despite the aforementioned weaknesses, members of the academic staff there are compelled to undertake demanding teaching overloads (the teaching load is 18 hours per week) as well as administrative tasks. Especially junior staff, who, in addition, must work long hours to produce certain research projects in order to acquire the necessary qualifications for their promotion.

Although most staff took qualifications in the area of literature, the teaching activities of most members included the teaching of both language and literature. A few only were specialising in other disciplines, including sociolinguistics, linguistics, anthropology and history of immigration and settlement. This is also reflected in the area of research activities, where most postgraduate students are also highly involved in the area of literature research. The need for effective

and thorough language teaching and research has begun to emerge as important activity in all Departments of Modern Greek. The widely-held perception that in universities the emphasis is on research and the teaching informed by research was reiterated by surveyed university teaching staff.

4.4.5 General Objectives in the Teaching of Modern Greek

Until 1973 the teaching of Modern Greek in Australia was confined within the community network and its scope did not extend over the practical and sentimental value of the intra-group needs. The main objective of the Greek community leaders was to maintain the mother tongue, given the time and psychological constraints under which Modern Greek was taught to their Australian-born children, in order to ease their communication barriers with the broader Australian community. Some were prepared to recognise sentimental values, acknowledging that the teaching of Modern Greek would generate feelings of satisfaction to the elderly members of the community and maintain the sentimental bonds with the old country.

Non-Greek students of Modern Greek propose a wide range of purposes for the study of Modern Greek depending on the age and the level and the nature of study. In early school years students select Modern Greek because of educational and intellectual values, at secondary level Modern Greek is offered as a second language and therefore the objectives being pursued are confined within the limitations of intercultural understanding and the development of certain cognitive capacities. Adult students express utilitarian reasons for learning Modern Greek, claiming that the acquisition of the language is important for its practical application, ie employment consideration or an effective informal communication with their in-laws and friends following an inter-ethnic marriage or simply travelling overseas. Some, mainly those involved in the area of social work, develop sensitive and tolerant cross-cultural attitudes. Many with a background in classical studies expressed the opinion that they wished to develop an understanding of the Modern Greek language and culture or to develop a linguistic capacity in Modern Greek because Modern Greek provides the key to antiquity and the Greek civilisation which has exerted a profound influence on the Western tradition.

Within these different contexts, the teaching objectives of Modern Greek have changed over the last ten years from linguistic to vocational.

4.4.5.1 The Linguistic Objectives

The language maintenance objective in the 1970s and 1980s maintained a strong profile in the Ethnic Schools. During this period the primary and secondary school courses, depending on the authority and the environment, were structured to allow between 220-320 hours of Modern Greek instruction annually, which appeared necessary for an adequate level of teaching. Despite the manifold constraints in the area of teachers' inadequacy, lack of proper teachers' training, scarcity of resources and partial unsuitability of the actual classrooms, the Greek community maintained, through the ethnic schools, Modern Greek mainly for its communicative value. From the mid-1980s the linguistic objective began to dilate admitting third-generation Australian Greek learners as well as those of NGSB.

The aim was to achieve high level of proficiency primarily in the area of oral and aural skills and secondly in the written ability. Ethnic school directors and community leaders, however, complained that they were having difficulty in maintaining the number and the frequency of the instruction hours. The Australian-born parents now were applying pressure to reduce them to once-a-week basis, to a total of 160 hours per annum, a time allocation insufficient for proficient language study. In 1992, opinions were divided as to whether or not to prolong the period of learning at an ethnic or State school or alternatively enrol their children at a Greek Orthodox daily school, if the aim is to produce people who are both highly competent in Modern Greek and intellectually mature.

In the early 1990s, the Greek community conformed with the changing structure of the Modern Greek language courses, modifying the linguistic objective to incorporate the teaching of Modern Greek as a second language or a language other than English even within the Ethnic School system. The objective now was not simply to assist in the maintenance of the Greek cultural and linguistic heritage but to assist in preserving that language from further simplification and attrition. Prominent amongst the purposes of Modern Greek learning has now been the development of certain cognitive and linguistic capacities in the students which would reinforce their bilingualism. The main concern of the directors of Modern Greek schools recently has been the level of guaranteed continuity of studies and the development of certain communicative abilities by their students. The emphasis on the development of the written abilities and the attainment of a high proficiency is restricted to a limited number of students.

The majority of the interviewed teachers saw the impediments to studying Modern Greek outside the structure of the school or the language itself: they claimed that students are being discouraged to study Modern Greek because of the need to gain high entry aggregates, curriculum structure regulations, heavy workload and lack, until recently, of placing language learning high in the school's priorities.

At the tertiary institutions level, Departments of Modern Greek place more emphasis on their beginners' and intermediate courses because it becomes more apparent every year that a large percentage of their student intake has not studied the language at primary or post-primary level. Thus, they implement with emphasis beginners' courses designed for students of NGSB, allocating prime teaching-time to suit the students' needs while they are defined in a manner to balance the oral with written skills. Thus, the beginners' courses, once considered of doubtful survival, are now firmly established and growing in all Departments of Greek studies. The recent merging of several language Departments into cluster entities, namely, Schools or Faculties of Asian or European Languages/Studies is increasing the pressure on the Departments of Greek Studies to develop viable and substantial beginners and intermediate classes, opening, thus, their Department to a broader and more viable market of students.

4.4.5.2 The Academic Objective

The study of Greek language, literature and civilisation has been a longstanding commitment to scholarship by all Departments of Greek studies in Australia. This academic tradition was first established in 1969 at the New England

University as an alternative perhaps to the focus on simply language learning and was then maintained and expanded by other tertiary institutions to other areas of study such as sociolinguistics, history of immigration and settlement, theatre and so on. In 1992, all Departments of Greek studies are committed to a wider conception of their academic role to focus on contemporary literary and social issues directly relevant to the learners' culture and civilisation as well as to provide them with a way of appreciating the historic, philosophic, religious, artistic, communicative and linguistic expression of the Greek people. However, it is still evident that some academic courses conducted by Departments of Modern Greek concentrate only on literature to provide the only academic focus for language study.

In view of the shift of thinking towards a more utilitarian approach with respect to objectives in university language courses and a close co-operation between them and the various departments on an inter-disciplinary basis, eg linguistics, anthropology, women studies, drama, classical studies, business studies, economics, it must be recognised that a broadening in the objectives of the Modern Greek courses is imperative not only to attract a wider clientele but also to cover a more demanding and realistic perspective which contributes to the national economy of Australia.

It is important to note that in the last five years, Modern Greek tertiary courses have defined another academic dimension directly relevant to Australia. The focus of the research projects and the apparent teaching was not just the literature, language and sociology of Greece. The academic objectives were turned towards the state of Modern Greek, the produced literary work and the sociology of the Greek community in Australia, designing new relevant courses, encouraging research and directing new academics towards Australian Hellenism.

4.4.5.3 The Vocational Objective

Certain Departments of Modern Greek (La Trobe University, Victoria College and New England) offer specialised courses designed to reinforce the language skills of their students so that they can meet the demand for a particular profession, eg interpreting/translating or teaching, while others (University of Melbourne) introduce courses aiming at improving and upgrading the literary and language knowledge for practising teachers by means of a Graduate Diploma in Greek Studies. Recent developments and growth of specialist areas may create the parameters to overcome certain limitations associated with the departmental structures and disciplinary constraints. However, sometimes graduates with a major in Modern Greek are entering a range of professions in which the language per se may or may not be an indispensable skill or are appointed as teachers in posts unsuited to their language qualifications. Moreover, in many tertiary institutions there is no communication or co-ordination between the respective Department of Modern Greek and the Schools of Education which are the teacher preparing bodies. Therefore, the establishment of an Inter-disciplinary Language Committee, similar to this is in operation at La Trobe University, involving representatives from all language departments and departments responsible for teacher preparation is necessary for the adequate preparation of the prospective teachers in Modern Greek.

Specialist language courses could be expanded further than language teaching and translating / interpreting to incorporate access and equity, as well as securing employment in professions relevant to tourism and hospitality, finance, business, industry and diplomacy. However, in the absence of university or external funding it is impossible to sustain such courses. The available option is to establish fee-paying special courses, formally linked with the actual departments, which will be implemented as summer school courses, involving at least five hours per day over eight weeks, aiming at developing and enhancing special competence in the use of Modern Greek in a given area. These vocational oriented specialist subjects could be attended by students as well as by professionals initially as non-award courses. In order to generate incentives, under special circumstances, it could be seriously considered by the various tertiary institutions and the Departments of Modern Greek to credit some or all of these subjects to students attending award-courses.

During the last five years (1988-1992), students of other academic disciplines, particularly those in the areas of behavioural sciences, law, engineering and medicine are increasingly enrolling in courses in Modern Greek to fulfil their elective components[49]. Despite the potential importance that these students are placing in the acquisition of Modern Greek, the Modern Greek Project Team noticed that some course advisers of these faculties/schools discourage students to enrol in Modern Greek. A number of students enrolled in other Faculties, eg Economics, during the January and February enrolment sessions of 1991 and 1992, registered their complaints that psychological coercion was applied to them by advisers of their main faculty, not to enrol in Modern Greek, but instead to select another elective "more relevant to economics"[50]. Almost all Departments of Modern Greek around the country have outlined that cross-enrolments from other faculties were restricted either because of university regulations (New England) or by means of crediting only one third of the actual unit value of a subject in Modern Greek towards their degree, or course structure impediments.

4.4.6 The Establishment and Operation of the First Greek Orthodox Tertiary Institution in Australia

On 23 February, 1986, Archbishop Stylianos, the Primate of the Greek Orthodox Church in Australia, officially opened St. Andrew's Greek Orthodox Theological College in Sydney, the first Orthodox Theological College in the Southern Hemisphere. Since 1962, the Archdiocese planned to establish a tertiary institution to educate locally its future priests and educators. St. Andrews College is affiliated with the Sydney College of Divinity and its courses are approved by the NSW Board of Higher Education. The prerequisite for admission into its courses is the HSC or equivalent.

The course covers a wide range of subjects, including earlier forms of the Greek language (Koine and Modern), Biblical Studies, Church History and Systematic Theology, as well as a number of course components relating to Pastoral Theology. The primary aim of the College is to train bilingual priests and teachers with the linguistic, theological and pastoral requirements of ministers of religion and

49 For example, medical students are required to take 1/4 of their course in another School. Many of them choose Modern Greek at the Flinders, Melbourne, Monash, and Sydney Universities

50 Protestation letter of the Department of Greek Studies, La Trobe University to the Dean of Humanities against the School of Economics.

teachers in their Greek Orthodox parishes. To this effect, Koine Greek contributes to the study of Modern Greek, which is taught as a separate component within the College and not credited for the B.Theology program.

The course component of Koine Greek is studied at Sydney University as an introduction to Biblical Studies and involves five contact hours per week over the three terms in the first year of studies, to be reduced to one hour per week in the consecutive years. Modern Greek is offered only as an elective for three contact hours per week during the first two years only to be reduced to two hours in the third and fourth years of studies. St. Andrew's College could enter arrangements with the Department of Modern Greek of Sydney University so that the Modern Greek course components could be offered by them and credited to their B.Theology degree. The existing impediments to the elevation of Modern Greek to the status of a fully credited subject in the college are not relevant to course procedures and are completely outside academic reasoning.

Although certain quota criteria are applied in the selection of St. Andrew's College students, there has been a steady increase in its intake since 1986. There were seven students in 1986, 10 in 1987, 13 in 1988, 15 in 1989, 16 in 1990, 18 in 1991 and 24 in 1992. With the graduation of students from the Independent daily Greek Orthodox Schools, the intake of St. Andrew's College is expected to rise dramatically over the years.

There are seven full-time and two part-time Lecturers involved in the course. Due to the small intake and administrative limitations, the academic staff are undertaking demanding teaching commitments as well as administrative tasks to assist with the situation. This is especially true of the junior staff who work long hours to produce certain research projects in order to acquire the necessary qualifications and to provide the proper guidance and assistance to their students.

Provider	WA	SA	Vic	NSW	Qld	NT	ACT	Tas	Total
Primary State	916	4956	4265	3581	-	-	331	-	14049
Secondary State	37	1324	4012	2850	96	178	-	-	8497
Distance Education	-	-	123	102	-	-	-	-	225
School Languages	-	-	1117	965	-	-	-	-	2082
Bilingual Schools	87	185	1877	1004	-	-	-	-	3153
Independent Schools	-	-	344	32	-	-	-	-	376
Catholic	-	-	95	38	-	-	-	-	133
Ethnic Schools	367	2131	12779	5299	562	185	155	165	21643
Private Colleges	-	-	348	248	-	-	-	-	596
Private Tuition	48	140	580	326	27	28	25	-	1174
TAFE Award	74	-	-	-	-	14	8	-	96
TAFE com.	70	92	204	243	-	-	-	-	609
Tertiary	5	115	863	678	-	-	-	-	1661
Total	1604	8943	26607	15366	685	405	519	165	54294

Table 33

*The number of students attending Modern Greek classes in Australia (1992) **

** The total number of students appearing on Table 41 should be reduced by at least 10 percent as duplication of attendance is possible amongst students enrolled in government and ethnic schools.*

Provider	WA	SA	Vic	SA	Other	Australia
Government schools	953	6,280	9,517	7,497	605	24,852
Greek Orthodox bilingual schools	87	185	1,877	1,004	-	3,153
Independent schools	-	-	344	32	-	376
Ethnic schools	367	2,131	12,779	5,299	1,067	21,643
Catholic schools	-	-	95	38	-	133
Private schools	48	140	928	574	80	1,770
TAFE colleges	144	93	204	243	22	705
Tertiary	5	115	863	678	-	1,661
All providers	1,604	8,944	26,607	15,365	1,774	54,294

Table 34

Number of Students Attending Modern Greek Classes

Provider	WA	SA	Vic	NSW	Other	Australia
Government schools	3.8	25.0	38.0	31.0	2.0	100.0
Greek Orthodox bilingual schools	3.0	6.0	60.0	32.0	-	100.0
Independent schools	-	-	91.0	9.0	-	100.0
Ethnic schools	2.0	10.0	59.0	24.0	5.0	100.0
Catholic schools	-	-	71.0	29.0	-	100.0
Private schools	3.0	8.0	52.0	32.0	5.0	100.0
TAFE colleges	20.0	13.2	28.9	34.4	3.1	100.0
Tertiary	0.5	6.5	52.0	41.0	-	100.0
All providers	2.9	16.6	49.0	28.3	3.3	100.0

Table 35

Percentage of Students Attending Modern Greek Classes

Provider	WA	SA	Vic	NSW	Other	Australia
Government schools	59.4	70.4	35.7	48.8	34.1	45.6
Greek Orthodox bilingual schools	5.4	2.0	7.0	6.6	-	5.8
Independent schools	-	-	1.3	0.3	-	0.7
Ethnic schools	22.8	24.0	47.9	34.4	60.1	40.0
Catholic schools	-	-	0.4	0.2	-	0.2
Private schools	3.0	1.6	3.5	3.7	4.5	3.3
TAFE colleges	9.0	1.0	1.0	1.7	1.3	1.7
Tertiary	0.4	1.3	3.2	4.4	-	3.0
All providers	100.0	100.0	100.0	100.0	100.0	100.0

Table 36

Percent of Student Attending Modern Greek Classes

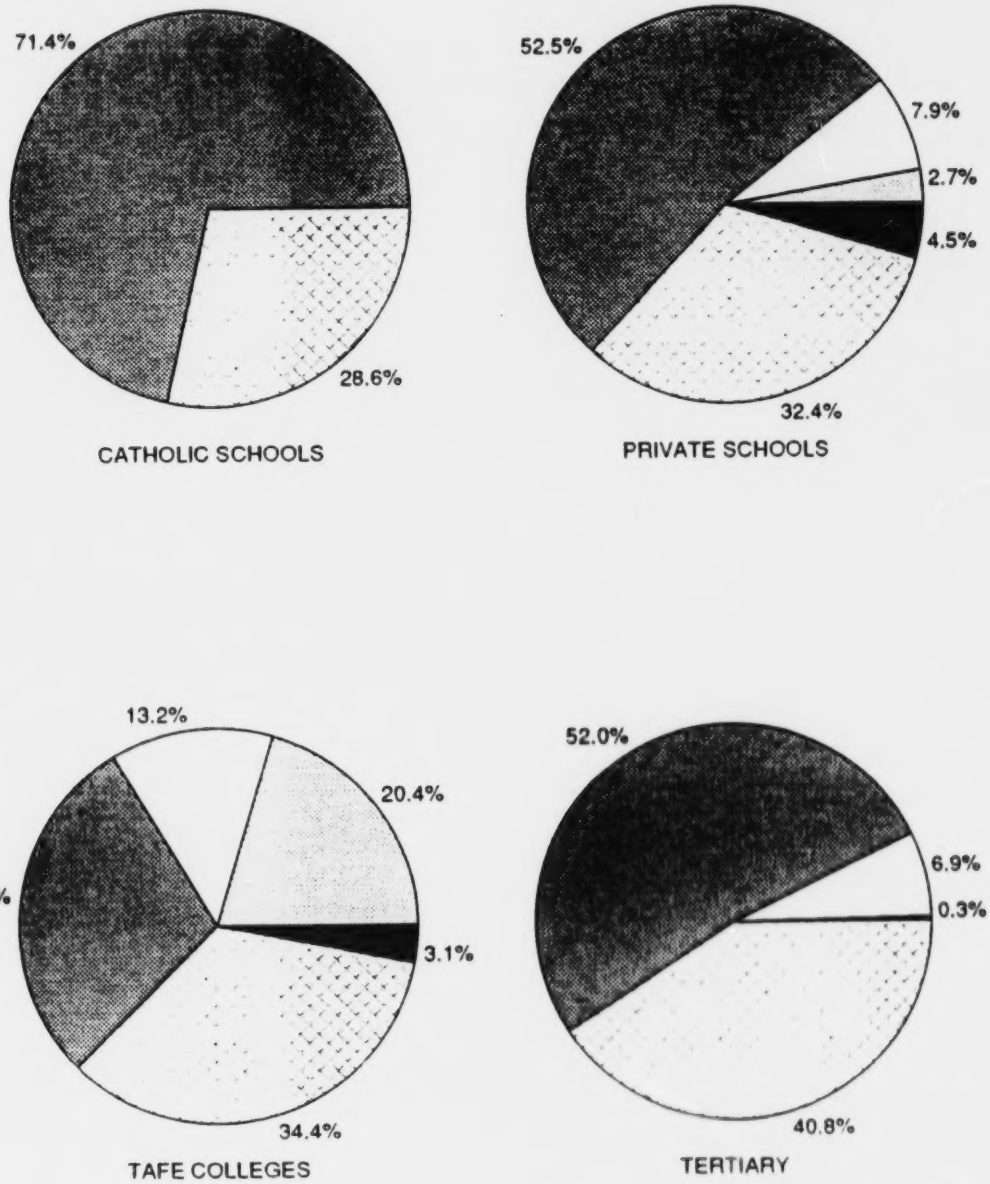


Figure 3
Percentage of Students in Each Provider by State

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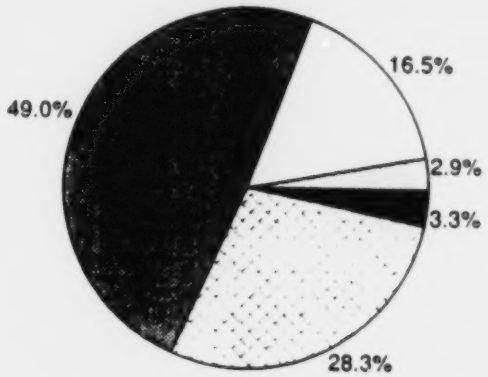
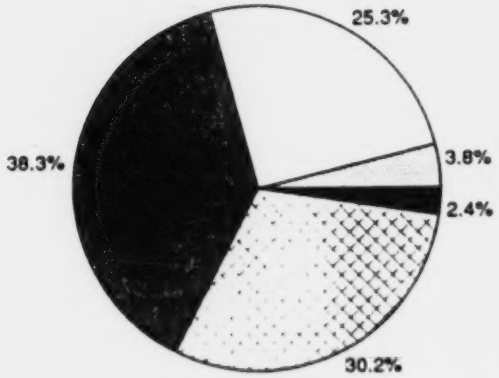
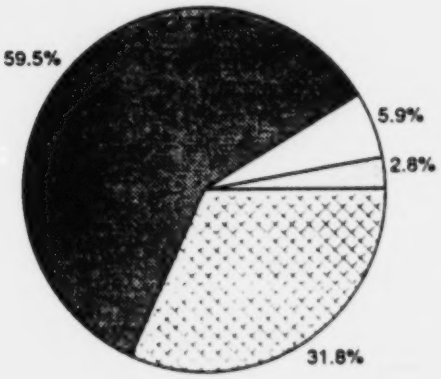


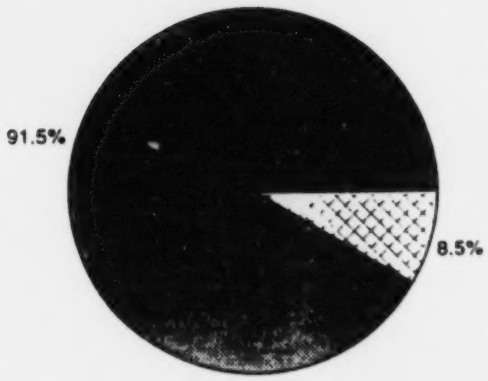
ALL PROVIDERS



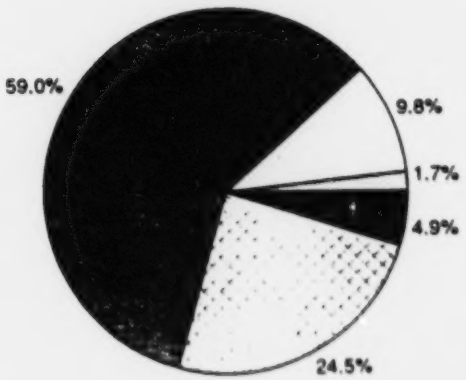
GOVERNMENT SCHOOLS



GREEK ORTHODOX
BILINGUAL SCHOOLS



INDEPENDENT SCHOOLS



ETHNIC SCHOOLS

Figure 3 cont.
Percentage of Students in Each Provider by State

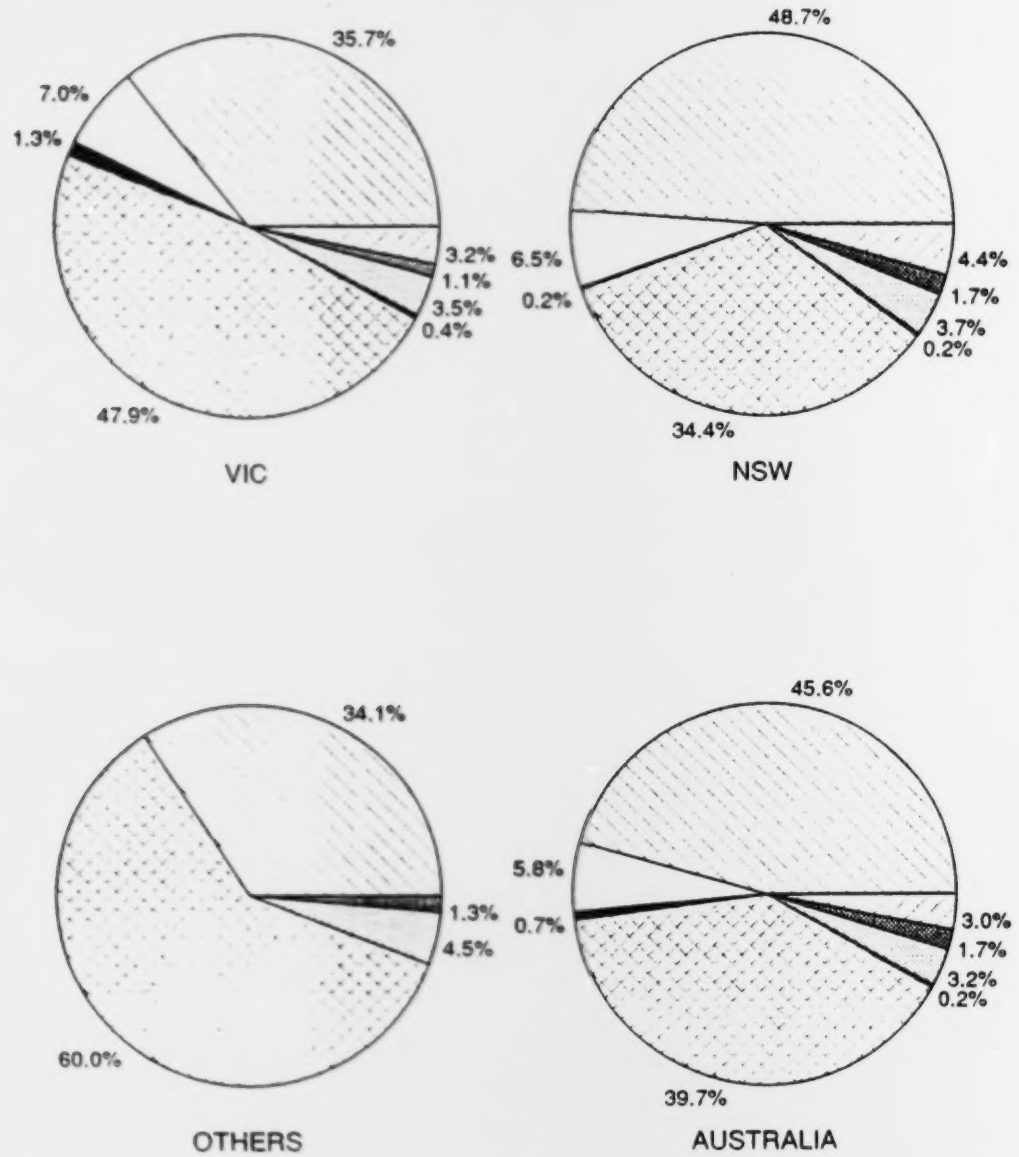


Figure 4
Percentage of Students in Each State by Provider

4.5 Modern Greek in TAFE Colleges

In the opening remarks of the Baker's Report *Survey of Language Other Than English in TAFE* (1991:9) it was observed:

> "The TAFE Systems, viewed nationally, provide the opportunity to learn 'priority' European and Asian languages (as defined by Lo Bianco, page 125); languages which the Leal Review recommends for funding in the near future, eg Russian and Arabic; and languages of small demand such as Welsh, Dutch and Modern Greek ..."

As it was already demonstrated above, Modern Greek is marginalised unjustly by recent major research projects in Australia labelled either as a language of "small demand such as Welsh, Dutch and Modern Greek" (Baker *et al.*,1991:2) or as a language with non-Greek claimants "like Vietnamese, 'Macedonian'"(Leal, 1990). However, as it has been substantiated, Modern Greek enjoys sufficient demand at all levels of education to warrant additional measures for its maintenance and is studied by a large proportion of NGSB students at primary level (nationally 38 percent), secondary level (37 percent) and tertiary level (12 percent). In the TAFE context, Modern Greek continues to enjoy one of the highest retention rates amongst LOTEs offered in TAFE colleges around Australia (Baker et al.,1991:63,69), running to 22 percent of an average dropping rate being 28 percent, while it is the eighth strongest language of the 17 offered in Australia.

Colleges of TAFE generally offer short courses (usually eight weeks each), mostly to beginners and intermediate level on a non-award basis for two hours per week. These courses are suitable for "intending travellers or those who wish/need to communicate with Greek speaking people, with emphasis on grammatical rules and correct technique in using the parts of speech" (Advertisement of the Holmesglen College of TAFE, *The Age*, 9 June 1992). However, at least one College in each State and Territory with the exception of Adelaide, Hobart and Brisbane, provides advanced LOTE courses and includes specialist courses in interpreting and translating. The major TAFE colleges offering award Modern Greek courses are: NT College of TAFE[51], the Central Metropolitan College in Perth, the St George and Meadowbank Colleges in NSW, the Holmesglen College in Victoria, and the ACT Institute of TAFE. The latter offers small classes contracted by the Commonwealth Government Departments for special purposes (the Foreign Affairs Language Rating Scale) as well as courses in interpreting and translating.

During 1991 and 1992 there were only two instances of training in Modern Greek in ACT TAFE that were commissioned by the Department of Foreign Affairs for officers to be posted to Athens. The courses consisted of 60 hours in Modern Greek for five students. Similar courses in Modern Greek normally are offered for four hours per week over 44 weeks (full year course). The award courses offered by the ACT TAFE involve a Certificate in Modern Greek (part-time, 2 years, 6 hours contact per week), Advanced Certificate in Modern Greek (a three-year course which includes word-processing) and the Certificate in Modern Greek Interpreting and Translating (7 hours contact per week and 54 hours field practice).

51 The Baker Report did not mention the unique Modern Greek course of interpreting and translating offered there since 1989.

In Perth and Darwin, with no other institution offering Modern Greek at the post-secondary level, the teaching of the subject receives greater importance. Yet, LOTEs are a low priority in these States despite the rhetorics of the recently designed policies. Over 70 tertiary students attend classes of Modern Greek at the Central Metropolitan College Perth TAFE, most of whom (81 percent) are NGSB students. Modern Greek is taught at TAFE as an academic award subject, ie as a four-year certificate course, for four hours per week and as a community language program for adults involving two-hour per week instruction in Modern Greek. Over the last four years, reductions in Government spending has caused a decline of LOTE teaching, however, the number of Modern Greek students remained stable (Table 37).

LOTEs	1988	1989	1990	1991
Chinese	244	269	195	136
Dutch	102	71	72	56
French	459	346	249	165
German	362	265	263	136
Greek	119	80	78	74
Indonesian	183	204	217	113
Italian	589	446	366	181
Japanese	428	734	622	250
Russian	70	77	76	86
Spanish	234	175	163	125
Total	2688	2667	2301	1322

Table 37

The number of students attending LOTEs in C.M.C. of TAFE, Perth
Source: Department of General Studies, C.M.C. TAFE, Perth, A.V. Statkus, 1992

TAFE Colleges offering award courses hold a modest collection of Modern Greek teaching texts and materials as well as a smaller collection of cultural and background materials, eg subscriptions in imported Greek newspapers and magazines. Language laboratory work is seen by the surveyed Heads of Modern Greek award courses as essential, purchasing or even producing tapes and video material.

In addition to the aforementioned Colleges, another eight colleges offer community courses in Modern Greek, mainly for adults of NGSB students. These are pilot courses, lasting for one year and covering up to 24 weeks of teaching. They are offered to students for personal development, while some enrol to satisfy their linguistic needs relevant to trade or tourism.

Younger mature students (age group of 25-40) elect to study Modern Greek courses in Colleges of TAFE for vocational purposes, while older students (over 45) join courses for recreational purposes. Students enrolled in short course in Modern Greek are studying Modern Greek principally for travel and interest in the Greek culture. Some of them have studied Modern Greek at secondary schools and elect to continue. A large number of the Modern Greek intake has already visited Greece and this has encouraged them to enrol. In agreement with the Baker Report (1991), approximately 80 percent of students expect to utilise their knowledge of Modern Greek for vocational purposes: hospitality and tourism, travel agencies, teaching and social services. Also in agreement with the general trend in the teaching of LOTE, 68 percent of students are female. Most students selected TAFE to study Modern Greek mainly because the languages were offered at a cheaper rate than the alternatives and/or there was no alternative

institution at this advanced level. The students who enrolled in non-award courses in Modern Greek usually are Australian Greeks who want to improve their language skills for vocational and/or their involvement in community work, travelling purposes, non-Greeks married to Greeks, air hostesses, government and bank employees.

Since the introduction of university fees, Modern Greek places swelled at most non-award TAFE colleges. The move by the Government to introduce a voucher scheme study at TAFE Colleges (*The Age* 13 June 1992), giving the funding directly to young people who are on the youth wage to supplement their on-the-job training with courses at TAFE, is an effective way to increase the number of students at these training institutions.

Most Modern Greek teachers employed in the community programs of TAFE are casually employed, teaching between 2-4 hours per week. The fact that almost all of them are sessionally appointed makes their presence only ephemeral. These teachers are not well qualified academically. A large percentage (37 percent) do not hold a degree, but are fluent in Modern Greek and possess a thorough knowledge of Greek culture and civilisation. Those who are involved in the structured award courses are experienced teachers who are employed on a full or part-time basis and are linguistically proficient in both English and Modern Greek. Most of them (58 percent) are holders of more than one academic qualification, with proper language teaching training (68 percent).

Since 1967, Modern Greek is also offered, without interruption, to beginner adults in classes organised by the Council of Adult Education in Victoria. A total of 28 languages is offered to approximately 3,700 students. The CAE provides two levels of language for Modern Greek beginners, operating classes once a week, for a total of two hours throughout the year. In 1992, there were 81 NGSB students attending full-course classes in Modern Greek. In addition there are shorter courses, mainly of eight weeks duration, relevant to introduction courses about Greece and Modern Greek for Greek travellers. The language classes are conducted by Australian-born teachers employing either only English or equally English and Modern Greek as their medium of teaching and developing mainly their own teaching material.

There are no adequate material resources available or accessible for teachers. Most Modern Greek teachers in TAFE, design their own programs, rely on their own teaching material and employ a multiple form of assessment with emphasis on communicative techniques, oral presentations and grammatical drills. In accordance with the practice adopted in most secondary colleges, there appears to be a greater emphasis on the communicative skills of their students as most of them (78 percent) are NGSB.

It was found recently (Baker, 1991:63) that Asian languages appear to have "better retention rate than do European languages" maybe due to the greater emphasis of the Asian languages in employment-oriented areas. Our survey of TAFE colleges where Modern Greek is taught as an award subject to NGSB students has found that Modern Greek has the second best retention rate amongst European and Asian languages[52].

52 Baker, 1991:69, has classified Modern Greek as the fifth best among the 17 languages surveyed.

The most important factor inducing deterrent attitudes to those students enrolled in TAFE Colleges was the lack of opportunity to continue their language studies to a higher level. Those who completed four years of study and obtained a Certificate or higher award, are not eligible, on the strength of their Certificate to enrol at a university to advance their skills, nor would many of the students want to undertake an entire university degree which included other subjects (Baker, 1991:93). However, in 1992 there were arrangements between the ACT TAFE and the University of Canberra for students of ACT TAFE who completed an Advanced Certificate in Modern Greek to progress and complete an Associate Diploma in Modern Greek in the University of Canberra. Furthermore, graduate students of ACT TAFE wishing to continue their study in Modern Greek are customary advised to do so with the University of New England.

Some TAFE colleges are undergoing a restructuring of their courses in an effort to expand on other areas of studies relevant to languages. The full-time Lecturer-in-charge of the Modern Greek Interpreting and Translating course of the ITAFE at NT, which was amalgamated with the NTU. Ero Malvye, submitted a proposal to the Arts Faculty Board in November 1991 requesting, that in addition to existing courses, the establishment of a division in Greek studies.

TAFE College	1989	1990	1991	1992
Award Courses				
ITAFE (NT)	10	11	12	14
Central Met. (WA)	80	78	72	74
ACT College of TAFE	12	15	n/o*	8
Total	102	104	84	96
Non-Award Courses				
CAE (Vic)	82	87	78	81
Mt Lawley (WA)	24	50	55	70
St George (NSW)	147	149	146	148
Holmesglen(Vic)	-	87	90	123
Meadowbank (NSW)	60	75	78	95
Adelaide (SA)	67	76	82	92
Total	380	524	529	609

Table 38

The number of students attending fully award courses in Modern Greek in TAFE Colleges in Australia (1989-1992)

Source: Modern Greek Project Team

** The ACT TAFE did not offer Modern Greek in 1991 because the Lecturer-in-charge was on leave.*

In NSW Modern Greek classes are offered, on a non-award basis, for beginners, intermediate, advanced and language aides (NAATI Level 1) for three periods per week per group for a total of 36 weeks at the St George TAFE College. In 1991, the College was offering four classes for beginners and intermediates, only to be restricted to two on budget limitations. The coordinators claimed that in 1993 the administration was contemplating to impose only fee-paying courses chargeable at $7 per hour. Teachers involved in the program said that the administration had not assisted with the promotion of Modern Greek teaching since the courses offered did not lead to a certificate.

> "... Modern Greek is only a college statement. With a student:teacher ratio equal to 15:1, and composite classes, the

> maintenance of Modern Greek at the College is a political manoeuvre. We are the only TAFE college with Modern Greek, and students are travelling over 50 kms to learn Modern Greek. However, currently only Japanese, Mandarin and Indonesian languages receive proper attention as certificate courses. In fact the administration and the general school environment discourages the teaching of Modern Greek by imposing fees, approximately $700 per annum. Over the last six years we had over 150 students annually for Modern Greek. A small fee could be feasible, but only a few people could afford to pay $7 per hour, plus administration charges, parking fees etc ..."

Most teachers at TAFE colleges use material developed locally (30 percent) or their own teaching material (45 percent). Greece is the main source for tapes, videos, games and teaching resource material, ie maps, plates, dolls and *komboloyja*. Emphasis is placed on the communicative skills of students employing mainly the audio-visual approach and activities.

4.5.1 Modern Greek in Private Language Centres

Within the framework of informal education, Modern Greek has been offered since 1969 in 17 private language colleges or centres around the country. In 1992 these part-time institutions attracted a total of 596 students. The number of students fluctuated from year to year depending on the prevailing socioeconomic environment. Classes in Modern Greek are offered mainly to beginners and intermediate groups in healthy numbers, reducing substantially when they reach a more proficient level. In this stage the students involved attend extensive private tuition classes.

Most students (82 percent) are NGSB adults, predominantly female (71 percent), who learn Modern Greek for social reasons as a result of inter-ethnic marriages, pleasure and travel. The curriculum often aims at advancing the communicative skills of students, with a slight emphasis on the grammatical aspects of the language. According to the interviewed principals of these centres the employed teachers are fully qualified. The selection criteria involve proper teacher training, linguistic proficiency and experience, although the second is the most preferred qualification.

4.6.0 Aspects of Modern Greek Teaching from State to State

Since 1887, Modern Greek survived in the non-mainstream school domain of every Australian State and Territory (Tamis, 1985, 1988), despite the banning of languages other than English as a medium of instruction in registered schools and in Queensland even as a medium of religious instruction, as early as 1914. During the pre-war period (1924-1935), incidents involving stone-throwing and tomato-pelting of Greeks daring to speak their native language in public, by insulted Anglo-Australians were recorded (Tamis, 1992b). The prevailing expression of the old-guard assimilationist and trades-union attitude was the fear that the use of 'immigrant' languages in public would undermine the 'Australian way of life' (Bostock, 1973:410). It was then within these parameters of xenophobia and intolerance of languages other than English, that Greek part-time schools were

maintained only as part of the church network, and with an underground status, until the arrival of the influx of Greek immigrants (1952-1966).

The changed attitude of the broader Australian community towards Modern Greek and its teaching in mainstream education since the late 1960s has already been demonstrated. In the following sections an attempt will be made to discuss and present an overview of the existing teaching providers of Modern Greek in each State and Territory focusing on the prevailing different characteristics of its State.

4.6.1 Modern Greek Teaching in South Australia

The SA government has been the State which offered the first classes in Modern Greek at primary level and supported actively the language community programs of the local Greek community. The progressive initiatives of the government which were put into practice twenty years ago, were inspired by some intellectual young Australians of Greek background who managed to enter into government committees in Adelaide and materialised their visions and perceptions. After all, there were substantial reasons for such a move: Modern Greek was the second most often used language in the State (after Italian); Australian Greeks were ranking second in proportion of birthplace groups in relation to the total population (almost 1 percent), and the language shift rate of the Greek settlers was the second lowest in SA after Victoria (3.8 percent).

Modern Greek is still offered primarily as a mother tongue program in 44 primary schools (the highest in Australia) and in 18 post-primary schools in SA, attracting the smallest percentage of NGSB students at post-primary level (27 percent) as compared with any other State. Thus, more students attend Modern Greek classes at primary schools of SA than at any other State, including Victoria and NSW (Table 39). Such is the persisting efforts of the local Greek community to maintain its language and culture that even in very remote places, in the middle of the desert and in the border town of Ceduna, the opal capital of Coober Pedy and the rural towns of Kingston, and Port Lincoln approximately 400 students, mainly of Greek descent, attend classes in Modern Greek language and culture.

The South Australian government in an effort to implement a policy favouring the teaching of LOTEs appointed a Superintendent of Multiculturalism in Education responsible for the promotion of the language acquisition. Eight languages, including Modern Greek were targeted by the Ministry of Education of SA to be offered to students of primary and post-primary level.

Type of School	Number	Greek-descent	Non-Greek	Female (%)
State Primary*	4956	3278	1678	52
State Secondary	1327	833	494	57
St George	185	182	3	53
Ethnic Schools	2131	1950	181	50
Private	140	110	30	68
Tertiary (Flinders @. Adel.)	115	108	7	82
Extens. Classes (Uni of Adel)	64	11	53	61
Total	8918	6472	2446	60%

Table 39

Indicating number and ethnic background of students attending Modern Greek classes in SA (1992)

**The full list of primary schools offering Modern Greek in SA (1992) is: Allenby Gardens, Barmera, Berri, Brompton, Ceduna, Challa Gardens, Clapham, Cobdogla, Coober Pedy, Croydon Park, Croydon, Enfield, Glossop, Goodwood, Grange Junior, Grange, Kilkenny, Kingston on Murray, Long Street, Memorial Oval, Nailsworth, Napperby, Nicolson Avenue, Norton Summit, Norwood, Paradise, Parkside, Port Adelaide, Port Lincoln, Prospect, Renmark Junior, Renmark North, Renmark West, Richmond, Sturt Street, Thebarton, Torrensville, Trinity Gardens, Two Wells, Unley and two additional primary schools in the Adelaide Metropolitan region.*

At primary level, the minority of schools (32 percent) offer Modern Greek as a mainstream core subject; in other cases the factors determining the introduction and maintenance of a Modern Greek language program vary within a range of staff preferences, principal's attitude, parental pressure and available resources.

Most surveyed Modern Greek teachers employed within the government sector (92 percent) have been formally trained in language or ESL. A few only were trained in social science and even fewer in science courses. Modern Greek is offered at government secondary schools from two to six periods per week depending on the type and the status of the language program offered. Modern Greek is offered as a language maintenance program (ie Marion High School), attracting only the GSB students or as a second language to the majority of the post-primary schools. Teachers involved in the former claim that numbers are dwindling each year because of demography and they are concerned for its continuity on a long-term basis, unless it is broadened to cater for NGSB students. In some schools (45 percent) Modern Greek is compulsory for Years 8-9. Although interviewed teachers are satisfied with the school administration in promoting the teaching of Modern Greek, 85 percent claimed that the level of encouragement that students receive from the general school environment was low to moderate.

Teachers employ both Modern Greek and English as a medium of teaching, with the exception of the Modern Greek language maintenance programs where mainly Greek is used. In contrast with the part-time community schools the teaching material imported from Greece is only very rarely used in government schools. Most of the teachers believe that these are adequate resources for GSB students, but the range of materials for teaching beginners and NGSB students is almost non-existent.

The issue of continuity, availability and accessibility of Modern Greek courses is a serious one in SA mainly because of the small number of secondary schools offering the subject. In many cases the candidates for Year 11 or matriculation courses are very limited and non-viable to operate within the school curriculum. Since the number of students at the senior levels does not allow for autonomous

Modern Greek classes, the formation of a cluster-system of schools is necessary to secure continuity and to provide students with the incentive to undertake the candidateship in Modern Greek. For example, in 1992 Modern Greek at Marion High School is taught at the neighbouring secondary school which also offers Modern Greek. This is part of a cluster of schools in the area. Students travel by taxi twice a week to attend their language classes. Marion High School offers Year 12 to students in the area.

The local Greek community in collaboration with the Greek Orthodox Church managed to establish 26 school authorities and operate 64 part-time community schools from Coober Pedy to Mount Gambier enrolling over 2,100 students mainly of Greek descent. These Greek after hours schools offer classes in Modern Greek language and culture, Greek history and religion for four periods per week, mainly on Saturday mornings involving some classes in national dancing. The first schools were established in the early 1930s, but the number of schools increased during the 1950s during the massive arrival of the government controlled immigration. The Greek part-time community schools in fact represent 48 percent of the total number of all ethnic schools in SA. Following the national trend around Australia, the number of students attending these schools declined from 1986 to 1990. From 1991 the number of enrolments began to increase to the pre-1984 levels with a steady, however, moderate growth.

Approximately 82 percent of the teachers employed at these part-time community schools are Greek-born with most of them (90 percent) having lived in Australia for more than ten years; their average age being 40-45. Analysing their profile it was found that 25 percent of them had no-formal qualifications, 28 percent had obtained their initial qualification, mainly as primary school teachers from Greece or had been appointed by the Greek Consulate General office, while 47 percent obtained their qualifications in Australia.

Australian-born teachers, mainly female, are entrusted, almost exclusively, with classes at the junior level of the primary school, while the Greek-born teachers being more proficient in the language are in charge of the most senior classes. During the last five years, following the continuous massive internal immigration of the Australian-born children of the first post-war immigrants into newly established suburbs, changed the strength and the micro-structure dynamics of the old community network. The number of students in developing localities, following the persistent policies of the Greek community and the booming in births, will continue to increase, while the numbers in the communities of the inner metropolitan will continue to decline. Many teachers and co-ordinators expressed the view that because of community policies and the determination of parents to retain the high interest level of their children in the long-term, the numbers will not be affected seriously, maintaining a controllable attrition.

Despite the small number of NGSB students of the Greek party-time community schools, almost 25 percent of the schools conduct separate classes for those students, employing different assessment procedures and easing the communication barrier by utilizing more freely English as a medium of communication and teaching. The schools' administration is implementing a number of promotion activities in their effort to retain the numbers. The usual activities involve advertisements on the local community radio, seminars for parents, open and orientation or reception days for the Greek culture, cultural and

theatrical activities, concerts, printing of newsletters and open letters read to congregations at the churches.

During the last five years (1987-1992), Greek community leaders demonstrated an openness and an attitude of systematic co-operation with the broader Anglo-Australian community. However, many teachers expressed the view that Greek communities continue to be administered by the old generation of Greek-born settlers. They claim that their leadership is too ethnocentric and language-centric, and that they lack communication with the broader Australian community: "This sort of image and attitude stops them short from promoting Modern Greek in the local primary and secondary schools and providing incentives for the Australian-born students to learn Greek". Dr Paul Tuffin of the South Australian Institute of Languages told the Modern Greek Project team that in the research he had carried out, the main problem was found to be lack of support from the general public and the Greek community itself: "At the theory level all community members agree with the maintenance of Modern Greek, but at the implementation level they do not send their children". This was confirmed by most language teachers (52 percent) in this state as well as the LOTE advisers, who claimed that although the level of encouragement that the students receive from the general school or community environment to pursue Modern Greek studies is from moderate to high, the overall attitude of parents was not favourable. It was perhaps due to this indifference that in 1992, in the Adelaide area of LOTE only one additional primary school has introduced Modern Greek.

The Greek after hours schools attract a different composition of student clientele if compared with the government schools. The difference being that the student population in the former is more homogeneous linguistically and culturally. Therefore, by contrast to the common practice of teachers in government schools, the medium of instruction at the part-time community schools is mainly Greek (64 percent), even in cases when the same teacher is employed by both providers. A smaller percentage use 'equally English and Greek" equally (20 percent) and even smaller 'only Greek' (16 percent). The methodology of teaching is also different. Part-time community school teachers more often (78 percent) employ a balanced approach of communicative and grammar-based methods, while their government school counterparts adopt the communicative approach, mainly because they place the emphasis on the communicative skills of their students rather than their written proficiency.

Most teachers employed by the Greek after hours schools (65 percent) expressed the view that teaching materials and the available resources provided by most libraries are obsolete and need to be updated to become relevant for their students. They claimed that there were no tapes, or videos on Greece which took into account the ability and the interests of the Australian-born students. Resources and teaching materials imported from Greece or distributed free by the Greek Government agencies in Australia continued to predominate the resources of most part-time schools (60 percent). The locally produced material provided by some libraries and the Multicultural Units in books and activity games is used by a large percentage of teachers (25 percent), while 15 percent prepared their own material. The same teachers identified that materials and themes relevant to Greek culture and the way of life, ABC cards and pictures, stimulation games for learning the alphabet and developing oral skills of the students are in great need. Some teachers clarified that the resources were available by some sources,

however, a lot of them were designed for children with a good background in Modern Greek.

Some teachers (15 percent) expressed the opinion that although the teaching materials were adequate, the teaching time was not enough, nor appropriate for a thorough understanding of the language. It was also found that Australian-born teachers tend to use more library resources and facilities compared with their Greek-born colleagues. Australian-born teachers also apply different criteria of assessment. They adopt both formative and summative methods, while their Greek-born colleagues employ more dictation, reading, oral and written tests, together with general observations. But, most schools (85 percent), irrespective of the composition of their student intake adopt common assessment procedures. Australian-born teachers of Modern Greek, more than their Greek-born colleagues believe that the demand for Modern Greek classes in their locality is not being met (43 percent), while Greek born teachers are overall satisfied with the provisions taken.

It was found that, as a medium of communication with their teachers at day schools, students tend to employ the language that is more acceptable to them. Therefore, Australian-born background students tend to speak mostly in English to their Australian-born teachers (75 percent), and only 25 percent to their Greek-born teachers. At the Greek part-time community schools, approximately 50 percent of students employ Modern Greek and 25 percent equally Modern Greek and English.

In 1992, the Education Advisor of the Greek Government in SA appointed three teachers in Perth, one in Darwin and 11 in Adelaide. The appointment of teachers is decided on the basis of the actual number of students per school and on their needs. Until 1991 there was a clear over-provision of teachers in schools belonging to the Greek Orthodox Archdiocese, while the Greek Community schools were underprovided[53]. However, in 1992 the adviser restructured the system of allocating teachers and a parity was established between the two major providers of Greek afternoon education in SA These teachers are fully pre-occupied within the structure of the authority where they are appointed. On a weekly basis, they have 11 contact-teaching periods, while for four periods they supervise other teachers, co-ordinating and preparing resource materials. Each teacher is also on duty in the Office of the Educational Advisor for four periods to reply to public inquiries about the educational system in Greece, and to prepare ground work for the afternoon schools.

The independent daily Greek Orthodox College of St George operating in Adelaide since the early 1980s, did not establish its secondary level of education in 1992, despite the expressed demand from parental and community groups to extend its services. The local community authorities reiterated their commitment to provide continuity for their students and inform the Modern Greek Project Team that they were contemplating to secure the number of 25 students for Year 8 in order to fulfil the applied government quota for eligibility for Commonwealth recurrent funding.

53 The distribution of teachers in 1991 was the following: Prospect (Archdiocese) 2, Hectoville (Archd) 1, Port Adelaide (Archd) 1, St George Bilingual School (Archd) 1, Paravista (Archd) 1, Mitchell Park (Archd) 1, St. Nektarios (Archd) 1, Paravista (Community) 1, Marion (Community) 1, and Virginia (Independent) 1.

Modern Greek is not receiving any support from any other education sector in SA. The language is not taught in Catholic schools or at any other independent school, and no TAFE college is offering it, either as an award or non-award subject.

At tertiary level Modern Greek was first offered in the South Australian College of Advanced Education in the early 1970s. In 1989, the Chair of Modern Greek Studies was established at Flinders University with the appointment of one Professor and two Lecturers. In 1992 the merging of SA CAE with the Adelaide University was completed. The establishment of Modern Greek courses in the Adelaide University via Flinders University, which commenced in 1992, will partially absorb the personnel of the SA CAE.

4.6.2 Modern Greek Teaching in Western Australia

Contrary to the Commonwealth Australian Language and Literacy Policy which recommended the offering of at least eight languages in each State and Territory, the WA government prioritised only six languages in government educational institutions until September 1992. The Ministry's policy advocated the promotion and expansion of the teaching of Chinese, French, German, Indonesian, Italian and Japanese in government schools, "ensuring a system-wide balance of Asian and European languages" (*LOTE Strategic Plan*, Ministry of Education WA, p.4). The marginalisation of Modern Greek was not justified by the interests and the needs expressed by students nor does it comply with the expectations of their parents, particularly when the first Partial Immersion (bilingual) program was implemented by the local Greek community in 1991, with the establishment of St. Andrew's College in Dianella. The Minister for Education, Kay Hallahan, however, following a successful campaign of the local Greek community was finally convinced (8 October 1992) to grant priority status to Modern Greek as from 1993, claiming that "the decision to include Modern Greek in the Ministry's list of priority languages should assist in attempts to have the subject gain Tertiary Entrance Scoring status"[54].

Modern Greek classes in primary government schools are available primarily in Years 4 and 5 and with a reduced interest in Year 6. From there onwards, the pupils are directed to study other LOTEs because Modern Greek is not offered at Years 7 to 8 nor at post-primary level, with the exception of Mt Lawley High School. The lack of continuity stemmed from the clear underprovision of adequate Modern Greek classes in WA has motivated concerned parents to establish the daily Greek Orthodox school of St Andrew's in Dianella. In addition, most teachers recognised the need to establish two curricula, one for specialist intake and the other for NGSB students, in order to create a sound model for the introduction of Modern Greek in many secondary colleges.

There are no Independent or Catholic schools which offer Modern Greek in their curriculum. In addition to the 25 primary schools where Modern Greek is taught on the basis of insertion classes (see relevant section), classes were offered until 1991, to John Forrest High School, Mirrabooka High School, and Mount Lawley High School In 1992, only Mount Lawley, which is the only language secondary educational establishment in WA, continues to offer courses in six LOTEs,

54 Letter to the Consul of Greece in WA, J. Raptakis.

including Modern Greek for four hours per week. The subject is not offered to the senior school (Year 11 and 12) mainly because it is not a tertiary entrance scoring subject.

Modern Greek is offered as a community language in three ethnic schools, administered and funded by the Hellenic Community of WA and the Greek Orthodox Community of WA, using as school premises the North Perth Primary School (125 students), the Greek Orthodox Community of Evangelismos site in Northbridge (150 students) and the St. Andrew's Greek Orthodox College in Dianella (80 students). Modern Greek is also taught in Bunbury, in classes organised by the local Greek community, involving 12 students. 21 teachers are involved in the Modern Greek teaching of the part-time community schools in WA. Most of them (62 percent) are Greek-born and usually employ Greek as a medium of instruction. Students of Greek-background tend to converse with their teachers mostly in Greek or utilizing both Modern Greek and English equally. The parental support was assessed by the teachers as moderate to high.

In addition, the Hellenic Community of WA appointed a School Council which is the approved authority of St Andrew's College, established in 1991. Modern Greek classes (approximately 6 hours per week) are offered, to approximately 90 students of Greek and non-Greek descent.

The only post-secondary award courses in Modern Greek offered in WA are those designed by the Central Metropolitan College of Perth. The course was established in 1971 at the Claremont School of Art, and upon expansion of its curriculum, was relocated at the Old Perth Technical College, where with the support of the principal at the time was promoted to an award course. With the establishment of the new Perth Technical College the Modern Greek course joined the other European and Asian languages as part of the Department of Social studies and Languages.

The Lecturer in-charge of the Modern Greek award-course, Mrs V. Kalamaras, explained that student numbers remained stable although there was an indirect discouragement resulting from the unreliability of government support. A further consequence of declining funding is the phasing out of 1st year courses in Modern Greek at the College from 1992. Available data shows that most students seem to be sufficiently dedicated to the course in pursuit of enhanced cultural and linguistic competence. Students select Modern Greek for reasons of inter-ethnic marriages and de facto relationships, educational and intellectual reasons, employment and career expectations (to teach ESL classes, air hostess etc), as well as for reason of access and equity (living in a Greek concentrated area).

In addition, 65 percent of the 105 students, are of NGSB. They attend Modern Greek classes in the Community Classes of TAFE at Mt Lawley, which are streamed into Beginners, Intermediate and Advanced groups. The teaching involves 16 periods per eight week term.

Since 1983, the University of Western Australia successfully introduced an extensive course in Modern Greek, operating as a summer school program. This is a two-week crash course involving beginners organised during the summer period. An additional course involves 16 hours of instruction in Modern Greek per week for ten weeks (during the autumn period) to an average of 30 students, 80 percent of whom are of NGSB and 60 percent are female.

Type of School	Number	Greek-descent	Non-Greek	Female (%)
State Primary*	916	57	859	51
State Secondary	37	15	22	60
St Andrew's	87	78	9	63
Ethnic Schools	367	360	7	52
Private	48	10	38	68
TAFE Award-courses	74	30	44	62
TAFE community	105	41	64	66
Tertiary (Edith Cowan) Uni.	5	1	4	80
Extensive Classes(Uni.WA)	30	6	24	61
Total	1669	598(37%)	1071 (63%)	63%

Table 40

Indicating number and ethnic background of students attending Modern Greek classes in WA (1992)

**The full list of primary schools offering Modern Greek in Perth (1991) had as follows: (a) Offered within the regular school periods: South Perth Primary School, West Minister Primary School, New Borough Primary School, Birralee Primary School, Embleton Primary School, Inglewood Primary School, Coolbinia Primary School, Turt Hill Primary School, Dianella Primary School, Mount Lawley P.S. (there are two insertion classes here), Marmian Primary School, Greenwood Primary School (b) Offered after school hours: City Beach Primary School, Haliton Primary School, Hill Crest Primary School, Springfield Primary School, Kuilla Primary School)*

4.6.3 Modern Greek Teaching in the Northern Territory

The members of the Australian Greek community of the NT display the greatest ethnolinguistic vitality in Australia. It has been shown (Clyne 1982, 1991; Tamis 1991) that the language maintenance rate is the highest in Australia- 96.2 percent amongst Australian-born bilinguals. There are certain variables advocating the strong language loyalty efforts of the local community. Australian Greeks are numerically the second strongest community after the Aborigines, approximately 6,000, that is, 9 percent of the total population of Darwin. The rate of inter-ethnic marriages is the lowest in the country, only 8 percent. The average Greek family in Darwin has more than four children, inducing the monolingual mothers from Kalymnos to stay at home. The most idiosyncratic characteristic of the members of the Darwin Greek community is the fact that they see their settlement in Australia as ephemeral. This is reinforced by recurrent trips to and from Greece, a fact which triggers the repatriation and re-immigration of the same families every few years. On an annual basis, every June approximately 30 percent of the Greek-Australian students in Darwin return to Greece for a resettlement only to come back two or three years later. The same mode of behaviour is repeated frequently, resulting in a continuous recycling mobility. Kalymnians purchase properties on their island in Greece. They have a vivid sentimental attachment with their old country, while in certain cases only the father stays in Australia and invests his money in Greece. The decision not to settle permanently in Australia results in an absence of elderly Greek people from Darwin. The most senior age group being that of 50 to 55. In some cases, because of the social distance and lack of interaction and cross-cultural experience, members of the Darwin Greek community inter-relate more broadly with the aborigines, with whom they also have professional interests.

The NT Policy for LOTEs defines that every primary and secondary school must offer at least one language, however the local Government is committed to the teaching of Indonesian. Modern Greek is amongst seven other LOTEs receiving priority status in the NT. However, it was phased out from the primary schools by 1990 despite the fact that there were over 500 students, most of them of NGSB. The main reason provided by the Principals of schools was that they could no longer accept instructors of Modern Greek who were not properly trained and fully qualified. Thus, currently only the Indonesian language is available with the assistance of the Indonesian Government which is responsible for the teachers and the language programs. The National Policy on Languages recognised the Territory's ability to promote Asian languages because of its proximity to South East Asia. Consequently the Asian Studies Council has provided considerable funding to the NT Department of Education for the development of an Indonesian Language Curriculum.

Teachers of Modern Greek and Greek community leaders are currently contemplating to organise a Resource Centre for teachers of Modern Greek, according to the Alice Spring model, whereby, a properly trained teacher of Modern Greek could be appointed in four or five different primary schools. Effective promotion of Modern Greek presupposes its adequate teaching in all three levels of education and the creation of incentives for prospective students outlining their future in Australia with the proficient knowledge of Modern Greek.

Three post-primary schools currently maintain Modern Greek language programs in Darwin (Darwin High School Years 8-12, Casuarina Secondary College Years 11-12, and Dripstone High School Years 8-10) admitting a total of 178 students. 16 students are expected to take the subject at HSC level in 1992. The numbers of schools offering the subject of Modern Greek are slowly declining and Modern Greek teaching was phased out in two high-schools since 1989, due to government policies which in practice promote only Indonesian, lack of continuity at tertiary level of relevant courses in Modern Greek and lack of proper teaching resources. The Principals' attitude and the government emphasis on Asian languages are not seen only as strong disincentives for students but also place the languages on a rivalry basis amongst themselves, creating divisions and strife between the language teachers within the same school. Furthermore, as the feeder primary schools of the post-primary schools which offer Modern Greek are not teaching the subject, and with no strategic planning to channel the opportunities effectively, Modern Greek study appears with limited avenues for further expansion. Despite the fact that LOTE teaching is compulsory up to Year 10 for all eight priority languages, the Indonesian language receives approximately 85 percent of government funds allocated by the Australian National Policy on Languages Committee. This treatment has an adverse effect for the teaching of LOTEs as a practising teacher put it in his submission to the Modern Greek Project Team:

> "... The Indonesian language received a poultry $54,000, all the other priority languages, including Modern Greek received a pitiful $1,600. [...] The only effect that such decisions will have on the other languages would be to fragment the language teaching profession, lead language teachers to bitterly oppose each other, weaken the influence of the profession generally, and greatly reduce the resources of the language profession thus making the other

languages less able to effectively and comprehensively promote language teaching and development ..."

According to practising teachers, the Modern Greek students' retention rate is the highest amongst LOTEs (90 percent) despite the large proportion of non-Greeks studying the language and culture and the numbers of students are on the increase. There is a growing awareness in the Greek community of Darwin of the constraints applied in the survival of their language maintenance programs stemmed by the quality and the supply of adequately trained teachers. Currently, there are no established courses in the tertiary level for the training of teachers, or for continuing language study in Modern Greek. There is only an interpreters and translating course at ITAFE level at the Casuarina campus of the NTU, offered by the Department of Tourism, Commerce and General Studies, admitting 14 students in 1992. The present course was re-accredited in 1989 and offers a Translating and Interpreting major/minor sequence.

Type of School	Number	Greek-descent	Non-Greek	Female (%)
State Primary*	-	-	-	-
State Secondary	178	88	80	60
Ethnic Schools	185	180	5	51
Private	28	20	8	58
TAFE Award-courses	14	14	-	68
Total	405	307	98	-

Table 41

Indicating number and ethnic background of students attending Modern Greek classes in NT (1992)

** Modern Greek teaching at primary school level may be re-introduced by 1993.*

The major problem facing the teachers of Modern Greek is the lack of sufficient syllabus resources and the definition of a structured course, factors which induce additional pressure on the individual teacher to improvise. All classes of Modern Greek in the Government sector are of mixed ability and linguistic competence. Most teachers adopt the communicative and thematic approach as this was defined by Ruza Ruzic of the NT Department of Education for the Interpreters and Translators Course. The existing library resources were established with donated books from Athenian individuals responding to an advertisement in the local newspaper *Nea* (news) encouraging the Athenians to support the teaching of Modern Greek in remote Darwin (Australia). More than 300 kilos of books were shipped to Australia two months later.

In 1988, the School Council of the Greek Orthodox Community of Darwin successfully applied for the establishment of the St. Nicholas Greek Orthodox College which was ready for operation by 1990. The Commonwealth Government approved recurrent funding for the new school located at the adequate and high standard school premises of the Community's ethnic school in Nightcliff. A few weeks prior to its commencement the Chairman of the Council notified DEET that the project was postponed. In 1992, the Community is revitalising its plans to establish the College for the next school year.

In 1989 the Hellenic Studies Steering Committee was established in an effort to introduce a Hellenic Studies Major at Northern Territory University for the following year (1990). The members of the Committee was comprised of classicists, educators, practising teachers, technocrats and community

representatives. In its submission to the NTU authorities the Committee outlined the importance of the introduction of Modern Greek in the Territory not only for reasons of social justice and equity but also for the professional advantages in the area of community services, such as Law, Business and social issues. The Committee also argued, that because of the geographical isolation of Darwin and the close family ties in practice, prospective students of Modern Greek could not travel to other centres of Hellenic Studies and thus, it was important to provide locally a steady supply of teachers proficiently trained in Greek language and culture to maintain the subject at NT schools. The context of the submission was debated at the NTU's Council and was declined. In September, 1991, a fresh proposal for the development of a Course in Modern Greek Language and Literature in NTU was made by the Lecturer- in-charge of the Interpreters and Translators course of the ITAFE, which had amalgamated with NTU. The proposal was put to the Art Faculty Board in November 1991. The Board members felt that the proposal had merit but considered that there were factors indicating that an introduction of a Modern Greek course "might be premature". These factors applied restrictions in the funding of all courses by the Commonwealth Government, the unsettled sequence for introduction of new languages and the non-availability of an assessment indicating the demand for a course in Modern Greek. The Dean of the Faculty of Arts, Prof. B. Alan explained to the Modern Greek Project Team that the introduction of Modern Greek in NTU is possible in 1993 providing that the Greek community would assist financially and welcomed to review the proposal in 1992.

4.6.4 Modern Greek Teaching in ACT

Modern Greek is offered by government schools only at the primary level in the Australian Capital Territory. In 1992, the Greek program at North Ainslie Primary School catered for 331 children from Years 1 to 6. Until 1991 there were two hours per week of instruction in Modern Greek, but, in 1992 the number of hours was reduced to one without consultation with the teacher involved.

Until 1991, Dickson College had a language program in Modern Greek for Years 11 and 12. However, without continuity at the junior secondary level (Campbell High School phased out its Modern Greek language program in 1987), and relying only on the students from the afternoon Greek community classes to take this course, the school was compelled to terminate its Modern Greek program in 1992.

Type of School	Number	Greek-descent	Non-Greek	Female (%)
State Primary*	331	70	261	67
State Secondary	-	-	-	-
Ethnic Schools	155	150	5	55
Private	25	20	5	60
TAFE Award-courses	21	11	10	68
Total	532	251	281	-

Table 42

Indicating number and ethnic background of students attending Modern Greek classes in Australian Capital Territory (1992)

Source: Date collected by the Modern Greek Project Team

Modern Greek is also offered to an adult clientele in non-award TAFE classes conducted mainly in the evening and catering primarily for translators and

interpreters as well as NGSB students. The classes were organised initially under the care of the ACT 's Immigration Department and are seasonally run

The local Greek community is organising Greek evening classes in three different streams in Canberra and one in Queanbeyan catering for a total of 145 primary school students and 10 post-primary (Table 43), mainly (90 percent) of Greek-speaking background. The students receive tuition in Greek language and culture for three hours per week by a total of 12 Greek-language instructors who have obtained their qualifications (mainly high school certificate) in Greece. At a collective interview those teachers expressed to the Greek Project Team that during the last five years their students have been using Modern Greek increasingly at school especially when conversing with teachers and community officials. "In the past they were reluctant to express themselves in Greek. Lately they employ Greek in an attempt to display loyalty to their culture and pride in their identity", H. Keranas from North Ainslie Primary School said. Teachers also claimed that a greater number of adult students return to learn Modern Greek, while they displayed a negative attitude when they were children. The number of post-primary school students at the community schools, is expected to increase in the years to come mainly because of the lack of an educational institution in ACT offering Modern Greek classes at the secondary level. The Greek Government has appointed one teacher to teach, to prepare syllabus material and to introduce new teaching approaches to practising teachers without formal qualifications.

The teaching of Modern Greek in Queanbeyan is idiosyncratic in that it attracts students of a trilingual environment - English, Modern Greek and one of the Slavonic dialects. Most students are of a Macedonian Greek background. One of the mothers highlighted the peculiarity of the situation claiming: "I employ Greek only when I have an argument with my husband not to be understood by my children, otherwise I use my dialect". The two teachers involved in the program adopt various strategies to emphasise the cultural aspects of the language and thus minimise the importance of grammar. They cultivate a number of incentives for their students, through increased audio-visual material, entertainment and a relaxed atmosphere.

The local Department of Education frequently organises in-service pilot courses for staff development. The courses are conducted in three-hour evening classes for a duration of 10 weeks and involve teachers of ethnic afternoon schools. In 1991, ten Modern Greek teachers employed by the Greek community attended the courses, updating their knowledge in the new methods and curriculum planning. Most teachers, however, with no other resources or locally written books, resort to exclusive use of the readers which are distributed by the Greek government, reducing the year level by one grade and selecting the areas of study. They also apply constraints on vocabulary and syntax by means of simplification. Despite the wealth and economic power of the local Greek community, the close co-operation of teachers involved in the North Aislie Primary School program and the Greek community teachers, there is no collective body to promote the teaching of Modern Greek in more primary and secondary schools.

Type of School	1988	1989	1990	1991	1992
State Primary	331	376	364	409	331
State Secondary	43	34	23	24	-
Ethnic Schools	125	131	141	123	155
Private	12	15	12	18	25
TAFE non-award	21	23	18	21	21
Total	502	579	558	595	532

Table 43

The various authorities and the number of students attending classes in Modern Greek in ACT, including Queanbeyan

Source: Data collected by the Modern Greek Project team

4.6.5 Modern Greek Teaching in Queensland

Queensland's Policy for LOTEs defines that every primary and secondary school must offer at least one language, however the local Government is committed to the teaching of nine languages at the primary-school level. Modern Greek is not amongst these LOTEs receiving priority status in Queensland. Only one State secondary school, Brisbane State High School, has been offering classes in Modern Greek since 1985. The number of students remained stable over the years (see Table 44) despite the marginalisation of Modern Greek by the State Government as a LOTE in Queensland. Numbers were also affected by the strong internal immigration that Brisbane had been experiencing during the last five years (1988-1992). With the steady mobility of Greek-Australian settlers to the outer suburbs of Brisbane neither the State Government nor the Greek community established the proper network to cater for mother tongue programs in the newly formed local areas. The learning of Modern Greek at the secondary level continues to attract mainly GSB students, therefore, the syllabus is planned to cater for language maintenance learners. This appears, however, as a disincentive to second-language learners who would have to compete with speakers of Modern Greek having a high proficiency in the language. The number of beginners remains minimal despite the efforts of the Australian-born teachers, to promote it. This is mainly because the language is not offered at the primary school level.

Modern Greek is a tertiary-entrance-scoring subject in Queensland. The number of candidates sitting for the annual examination remained steady over the years. In 1991, 17 students passed continuous assessment procedures and received tertiary entrance scores. The major problem that the teachers of Modern Greek are faced with is the inadequacy of resources and the lack of a syllabus. Modern Greek is not offered at any of Queensland's government primary schools.

The retention rate of students attending Modern Greek beginners' courses at the Institute of Modern Languages, Queensland University is one of the highest amongst LOTEs - approximately 58 percent. There are currently two streams of students attending courses: the elementary and the intermediate. Most students learn Modern Greek for reasons related to business and intellectual enlightenment. There are also three colleges of TAFE offering adult classes in Modern Greek to a total of 32 students, most of whom (62 percent) are beginners. The courses are held for two hours per week for a duration of 25 weeks.

Authority	1988	1989	1990	1991	1992
State Primary	-	-	-	-	-
State Secondary	106	144	87	90	96
TAFE	23	27	29	30	32
Tertiary*	19	21	24	20	26
Ethnic Schools	478	482	495	532	562
Private	24	26	28	26	27
TOTAL	650	700	663	698	743

Table 44
The authority and the number of students attending classes in Modern Greek in Queensland (1992)
**The Institute of Modern Languages, Queensland University, is offering non-award subjects in Modern Greek*

Queensland has the highest non-Metropolitan settlement of Greek immigrants in Australia. More than 30 percent reside in country areas, extending from Surfers Paradise to Innisfail. The average concentration of Greek settlers in rural areas in all other states is not more than three percent, the second highest in Australia. This extraordinary settlement pattern has generated the establishment of Greek ethnic schools at Surfers Paradise, Innisfail, Rockhampton, Townsville, Mackay and Toowoomba with a total of approximately 200 students. The Greek Community of Brisbane is predominantly comprised of islander Greek settlers and has the proper facilities to provide sufficient mother tongue maintenance programs. The Community runs three different streams of classes teaching mainly students of GSB from two to four hours every week, depending on the day and location of the tuition's offered. In 1992, more than 180 primary school and approximately 20 post-primary school students were attending classes in the mother tongue. This includes seven beginners. Seven Greek-born and two Australian-born teachers without any formal qualifications are running the mother tongue development program. The school council together with the Community's Teachers Board has introduced a defined curriculum which will be officially implemented by the second semester in 1992.

The most serious problem of the Queensland Greek community is the high rate of inter-ethnic marriages and the massive internal immigration of Greek settlers in Brisbane. In 1990, according to the local Greek Orthodox Church authorities, the rate of inter-ethnic marriages reached 57 percent, reducing to 49 and 46 percent in 1991 and 1992. In 60 percent of the cases, it was the male Australian-Greek who sought his spouse from the Anglo-Australian and Italian communities.

Due to the large internal mobility, the rapidly developing suburbs of Aspley and Mt Gravatt have attracted large numbers of Greek settlers, resulting in the establishment of new Greek Orthodox parishes and afternoon schools in the Brisbane metropolitan area. In 1992, the local parish and community of Mt Gravatt increased its student enrolments to well above 120. The parish in the northern suburbs. "St. Paraskevi", which was established only in 1990, attracted over 40 primary and post-primary students for mother tongue development programs. Interviewed priests' submission to the Greek Project Team claimed that, in the newly establishing suburbs, the number of students will continue to increase during the next ten years. The Greek metropolitan communities are not charging students any mandatory fees and donations only cover a small proportion of operating costs. "Greek is also utilised via the Sunday Schools and

the Gospel analysis. These classes commence in English, however, Greek is gradually employed", Rev. Papoutsakis said.

The Greek Government had appointed one teacher to prepare grammatical drills, to teach and to assist the 18 practising teachers of the Greek afternoon schools with their syllabus[55]. However, the major problems that remain are the inadequacy of resources which forces almost all teachers to improvise, and the lack of proper teacher training and development. The education co-ordinator of the Greek Community of Brisbane, Michalis Christophorou, summarised the situation arguing that, "Without any refreshing courses on the methodology of teaching and without in-service courses aiming to appraise and develop our teachers linguistically, socially and academically what we can succeed with is limited".

4.6.6 Modern Greek Teaching in Victoria

Victoria has rightfully been described as a 'living language laboratory' (Clyne, 1982), and is characterised as the State with the largest ethnolinguistic diversity (22 percent). Melbourne is regarded as the only real cosmopolitan centre of Australia's multiculturalism with 51 percent of its population either having been born overseas or being children of overseas born parents.

The Victorian Government has by far established the best perspective for LOTE in Australia, through its main educational agencies and the providers of languages, the mainstream daily school system, the Victorian School of Languages (VSL) and the Distance Education Centre (DEC). According to the 1991 Ministerial Statement on Education and Training, *Education for Excellence*, the ultimate aim was to make the study of LOTEs available to all government primary students and to make a second language a required study for all government students in Years 7-10. In 1992, one of 33 LOTEs currently offered in Victoria was a core study for all students at Year 7.

Modern Greek has been selected as one of the eight priority languages in Victoria on the basis of the large number of students and the highest percentage of enrolments at Year 12 level, (25 percent of all enrolments) in the State. However, according to a senior officer of the Ministry of the School of Education, Ms Connie Andreana, who is a member for the Statewide planning to implement Ministerial LOTE policy, explains that nomination as a priority language does not mean implementation:

> "... The district regions will make the decision on which language will be implemented, not the central State body. Sometimes, certain languages will be given priority, even when these languages were not prioritised, for example, Turkish will continue to be offered and thoroughly implemented in the Western Metropolitan region, because of the existing network and the demand..." (Interview with the Modern Greek Project Team, 15 May 1992)

Modern Greek is offered at 38 of the State's 372 primary schools offering LOTEs in their mainstream curriculum. Most schools, where Modern Greek has been taught since the early 1980s, are in the inner suburbs of Melbourne. Those which

55 The teacher, having fulfilled his four year service in Australia, returned to Greece, without being replaced.

commenced in the late 1980s are established in the outer suburbs with or without a high concentration of Greek immigrants. It was found that 88 percent of the schools offer Modern Greek from Preps to Year 6 and in 12 percent of the cases from Preps to Year 4. Only a few schools (10 percent) experienced an interruption in their LOTE program mainly due to the nature of appointment of the Modern Greek teacher, as a shared specialist position, servicing sometimes even up to four different schools. The situation was resolved with the appointment of extra specialist teachers, supernumerary, on a tenable basis.

In 1991, the Modern Greek student enrolments in government primary schools was the fourth largest in the State with 3,453 students or 6.0 percent of the total LOTE enrolments. Modern Greek was the second, after Italian, most frequently provided language in programs staffed with supernumerary teachers. According to the Department of School Education, Victoria, the number of students attending Modern Greek second language programs (No=1216) balanced those attending mother-tongue development programs (No=1219), while another 1,000 primary school students attend other program varying within a range of combined bilingual and language awareness programs.

Thus, at 25 of the schools offering the subject, the Modern Greek teacher as a specialist was appointed in addition to the general staff, and at the remaining 13 schools, the teacher of Modern Greek is provided from within their own resources, including five bilingual programs -the largest number of government bilingual schools in the country. Although the most important variable for the introduction of a Modern Greek program was the initial ethnic composition of student population (70 percent), other factors, including school policy, parental demand and pressure from interested staff (30 percent) influenced the decision.

At approximately 65 percent of the schools offering a Modern Greek language program, Modern Greek is offered as a core subject in the school's curriculum. At 25 percent of the schools, particularly when other LOTEs are also offered, Modern Greek is mandatory for GSB students, while NGSB students may elect another language. At 10 percent of the schools, Modern Greek is an elective for both GSB and NGSB students. The demographical changes and the constant internal immigration, in the long term, will make the second of the three models mentioned more popular. In cases where Modern Greek is offered as an elective to all students and competes with languages usually secular from any ephemeral trend, eg Italian and Arabic, on average, 49 percent of the entire school population undertakes the study of Modern Greek. However, the percentage is reduced to 36 percent when Modern Greek competes with currently popular languages, for example, with Japanese. The reduction is more severe (31 percent), when the other languages are carriers of nationalistic rivalries and of conflicting ideological legacies, eg Turkish and Macedoslav. For example, Thornbury and Thomastown are suburbs with a high concentration of Southern European immigrants. At Wales Street Primary School where Modern Greek is offered as an elective subject together with Italian and Arabic, 51 percent of the entire school population study Modern Greek, however, in Thomastown West Primary School, where Modern Greek competes with Turkish and "Macedonian", only 20 percent of the student population (only or most of Greek-background) study the subject. At Sunshine Heights Primary School, because Modern Greek is offered on a mandatory basis, four percent of the students who identify strongly with the Turkish or Macedoslav ancestry, were exempted from the Modern Greek language program.

Most LOTE co-ordinators are predicting a moderate increase in the number of students taking Modern Greek within the next five years, provided that the prevailing current government policies will remain enforced and the availability of fully-qualified and language trained teachers of Modern Greek will continue to flourish, as is currently the case in Victoria. Athlone and Hampton primary schools have a predominantly Anglo-Saxon community with only three and six Australian-born students of Greek ancestry in its total population. Yet, Modern Greek is offered on a compulsory basis from Preps to Year 6 as a result of the LOTE policy, due to the availability of a trained Modern Greek teacher and the available resources. In addition, the number of primary Greek and Cypriot-born students taking Modern Greek in Victoria is negligible (not even one percent) while the number of students identifying with Greek ancestry constitute only a strong minority. For example, at Merri Primary School with a total of 73 students, Modern Greek has been offered since 1985. Its population comprises of 20 students of Anglo-saxon background, 1 African, 17 Arabic, 1 Cantonese, 3 Croatian, 12 Greek, 1 Hindi, 3 Hmong, 1 Italian, 5 Macedoslav, 1 Maltese, 1 Polish, 1 Serbian, 2 Spanish and 1 Vietnamese[56]. According to the available data, only 30 percent of the students currently enrolled in Modern Greek programs at Victorian government primary schools are of Greek-speaking background.

During 1992 two additional primary schools, namely Clarinda and Hampton, introduced Modern Greek language teaching. Clarinda received a supernumerary language teacher to offer a Modern Greek course for Years 6 and 7 students, while at Hampton the Preps teacher began teaching the language to all of her students.

At 20 percent of the primary schools where Modern Greek is offered, there are other subjects taught through the medium of Modern Greek, such as social education, health, mathematics, art and integrated curriculum. The number of Modern Greek periods per week varies according to the type of Modern Greek program offered. Usually Modern Greek is taught for a total of 180 minutes per week in mother-tongue develop programs, while it is reduced to 120 for second language programs. In country areas, where Modern Greek is studied as a cultural awareness subject only 60 minutes of tuition per week is offered to students of NGSB. Some co-ordinators complained that their demand for Modern Greek to be taught for 180 minutes, irrespective of the type of language program, has not been met. Many of them suggested the introduction and establishment of an independent certification of LOTE courses for graduating primary school children which will potentially create a strong incentive for language learning.

Some schools, to encourage the LOTE teaching program within their school community and to promote the teaching of Modern Greek, issue bilingual information booklets, publish letters addressed to parents, and produce school documents in both Modern Greek and English, even when their clientele is not of a GSB and advertise the LOTE program in front of the school in the general information board, and invite guest speakers from the broader community to encourage language learning.

It was found that 82 percent of the teachers of Modern Greek in government primary schools are Australian-born, with Australian teaching qualifications, trained on multiculturalism or ESL or teaching of LOTE. The majority of these teachers (52 percent) ranked the support and the level of encouragement that

56 Source: Information Management Section, Department of School Education, Victoria.

their students receive from the general school environment to pursue Modern Greek studies as "high", approximately 40 percent claimed that the support has been "moderate", while only 10 percent considered the level of encouragement as "low".

The medium of instruction employed by teachers in class varied: 13 percent use only Modern Greek, 60 percent teach mainly in Modern Greek and 27 percent of the teachers employ equally English and Modern Greek. The most widely used teaching method was the communicative, while other popular approaches included the conversational enriched with grammar-based techniques (30 percent), followed by creative and process writing (10 percent).

On an average only 10 percent of the teaching material is imported from Greece, while 50 percent was prepared locally and 40 percent was produced by the individual teachers. The prevailing problem at primary schools was the lack of resources, particularly for NGSB students, games in Greek and video-tape material.

The methods of assessment included observation reports, anecdotal notes, informal testing, checklist and other more traditional ways of evaluation of the students' progress. Although the method of assessment is common for all students, the criteria is different depending on the linguistic proficiency of the students and the departure point of his/her learning. A more lenient approach is adopted for NGSB students, while students from Asian background are more favourably assessed compared with European students, whose linguistic mode of behaviour is closer to Modern Greek.

Australian-born primary students of Modern Greek from GSB employ 'mostly Modern Greek or equally Modern Greek and English' 65 percent when they are conversing with their Modern Greek teachers, while only 20 percent of the NGSB students use 'equally English and Modern Greek' in similar circumstances.

Most interviewed teachers (75 percent) classified the parental support from moderate to high; this support has taken various forms: encourage their children to attend, even in most cases where they are not of GSB attend various functions and offer positive comments, visit and join classes, participate in morning tea sessions organised mostly by Greek parents, share Greek books with their children and generally "treat the LOTE program with due respect".

A number of teachers employed in the primary schools in Victoria where Modern Greek is offered do not belong to the supernumerary staff; some of them (35 percent) who have been trained in a language, however, belong to the generalist staff. The most disturbing factor currently pre-occupying the supernumerary teachers is their employment insecurity.

Modern Greek is taught in 16 percent of the secondary colleges which provide languages in their curriculum at one or more years in Victoria. In 1992, Modern Greek was offered in 50 of the State's 320 secondary colleges to approximately 4,000 students. Only 11 of these Victorian schools continue to offer Modern Greek classes to GSB students alone.

The overall number of secondary students attending courses in Modern Greek in Victoria increased relatively moderately during the last three years (1989-1991). The number of students attending Years 7 and 8 Modern Greek courses in

government secondary schools increased by more than 30 percent and 16 percent respectively since 1989, however, the numbers declined in all other years during the same period (Table 45). With the implementation of the new Victorian policy on LOTEs, the number of students attending Modern Greek language programs in secondary college is expected to increase by 20 percent by 1994.

Year	1989			1991		
	Male	Female	Total	Male	Female	Total
Year 7	519	514	1033	704	590	1308
Year 8	474	427	901	593	428	1061
Year 9	327	298	625	263	279	552
Year 10	266	256	522	192	181	383
Year 11	157	225	382	87	143	250
Year 12	104	185	289	100	137	257
Total	1847	1905	3752	1939	1758	3811

Table 45

The number of Modern Greek secondary students in Victorian Government Schools (1989-1991)

Source: Department of School Education

Table 45 demonstrates some very important micro-statistics. Over the last three years the number of male students increased while the female students declined, resulting, for the first time, in Modern Greek courses attended by more males (almost 52 percent) than females. This is a direct contrast to the trend in all other LOTEs including Modern Greek because of the compulsory introduction of LOTEs in Years 7 and 8. The female ratio continues to prevail at the two most senior levels by an average of 60 percent. From Year 9, the number of students is reduced by almost 50 percent because Modern Greek becomes an elective subject, and because of the continuing internal immigration of Australian Greek settlers to the suburbs.

The introduction of Modern Greek classes in Victoria at post-primary schools dates back to 1970 when only two community part-time schools (The Academy of Modern Greek (1968) and the Greek Community of Brunswick (1969)) offered mother-tongue programs to GSB students. However, the overall number of students in most inner suburban schools in the Melbourne metropolitan region is declining steadily. Consequently, the number of students studying Modern Greek experienced a moderate decline. Since 1981, most schools which offered Modern Greek were seriously affected by the strong internal immigration of the Greek-Australian settlers. For example, in 1981, at Kew Secondary College 33 percent of its population was of Greek descent whereas in 1991 the proportion reduced to 24 percent.

Language coordinators anticipated that there are reasons advocating increases in the number of future enrolments mainly because of the adopted State policies by schools and the increasing level of student interest despite the fact that 96 percent of them are Australian-born. The same proponents perceived that there are certain factors inducing reduction of student enrolments mainly because of the adverse immigration policies, the curriculum structure of senior levels, student movement to private schools as well as demographic factors. The curriculum structure was mentioned as the single most contributing deterrent for Modern Greek studies. Most coordinators claimed that "clashes with other subjects and blocking" compelled many students not to undertake Modern Greek.

It was found that in almost 18 percent of secondary schools, where Modern Greek classes are provided, there are additional Modern Greek qualified teachers who are not involved in the actual Modern Greek language teaching simply because (a) the school has applied a restriction on the minimum number of students to form an independent class and (b) the preference of some teachers to be engaged in the teaching of other subjects. It was also found that in a few cases Modern Greek classes have been either discontinued or were not expanded because of the unavailability of teachers. For example, at Keon Park Secondary College, in 1991 Modern Greek was taught as an elective attracting healthy numbers, approximately 30 percent of the total student intake at Years 7 and 8. However, because Modern Greek was offered on the basis of it being the teacher's first language, when the teacher left, the subject was phased out despite the demand.

In some schools (12 percent in Victoria) Modern Greek is offered on the basis of the 'smorgasbord' approach instead of 'set' languages for Year 7 students. The attitude of those schools to introduce many languages concurrently for students to 'try', constitutes a strong deterrent against consistency and continuity. In most cases (70 percent) Modern Greek was introduced in government secondary schools because of parental demand and the composition of student population. Other reasons for the introduction included pressure from interested staff and the Principal's support. In certain schools (10 percent) Modern Greek was offered simply because of the availability of teachers. Most coordinators (89 percent) expressed the view that the current level of parental support for the teaching of Modern Greek was from moderate to high. The form of support includes financial contributions, encouragement to students to undertake the subject as an elective, pressure towards the administration to continue with the language teaching.

Modern Greek was offered as a core subject up to Year 8 only to become an elective from Year 9. From Year 10, the number of students dropping the subject increases dramatically. According to the language coordinators the sharp decline is explained by the heavy work required from students for adequate language learning and the high standard of language proficiency required. Some coordinators claimed that many of the teachers currently employed were not properly qualified to teach beginners or intermediate students, simply because most of these teachers use anachronistic techniques and strategies employed by their teachers almost 20 years ago:

> "... we do not have properly trained teachers to teach beginners; they do not have the expertise nor the training and knowledge to develop programs for NGSB students. Most of our teachers must attend special courses for professional development if we want to achieve better results ..."

The student profile in government secondary schools reveals that 78 percent of Modern Greek students are of Greek parentage, while approximately 20 percent of them usually attend Modern Greek classes at another community part-time school on a supplementary basis. Students who have selected the subject of Modern Greek have done so because of parental influence, pride in their language and heritage, having seen friends studying the language and prior knowledge "made the subject appear easier to cope with". Some students chose not to commence studies in Modern Greek because of peer pressure exerted on them by NGSB students, for example, "fear of being seen as a wog", coupled by the false idea that Modern Greek is a difficult subject to learn proficiently. It was also found that most Modern Greek students in government schools continue to study

the subject beyond compulsory levels mainly because of the bonus points at the tertiary entrance level, career opportunities and mother tongue maintenance. Most students who discontinued their studies beyond compulsory levels did so because of lack of interest, peer group pressure and inadequate level of competence.

In 1992, two students arrived from Greece, within the framework of an agreement signed between the Greek and the Victorian governments to attend classes at Coburg Secondary College. This student exchange program, the first of its kind for Modern Greek, is pioneering a new era in the teaching of Greek studies. Both students, who are mastering English, are utilised by the co-ordinator as the anticipated linguistic model in Modern Greek classes, while they participate in the teaching of other subjects with the active assistance of a Greek-speaking student.

According to available data almost 50 percent of the co-ordinators predicted that the numbers of post-primary students will decline during the next 5 to 10 years if the subject remains within its current curriculum framework.

Most secondary teachers employed in government secondary schools in Victoria are Australian-born (52 percent), fully qualified with proper training in Modern Greek. Only a small percentage of teachers (4 percent) obtained their training in areas not relevant to language teaching, namely social sciences, mathematics and science. Depending on the year, the number of teaching periods per week varies from two to six. Most of the schools (40 percent), provide a three hour program in Modern Greek, 25 percent offer two hours, 22 percent four hours while 13 percent five hours. Only one secondary school (Huntingdale High School) offers Modern Greek for six hours to Year 7 students.

The percentage of Modern Greek spoken at home by secondary students of Modern Greek varies according to the year level, the different program of Modern Greek offered, and the school where Modern Greek is taught. The teachers-respondents of the Modern Greek Project questionnaire claimed that there were classes with no GSB students, particularly in the first junior years. There were also classes comprised of only GSB students. Despite the different linguistic variety and financial constraints, 55 percent of the teachers do not conduct separate Modern Greek classes for NGSB students. Most of them operate composite classes and/or employ the services of an ethnic aide in order to alleviate the problem.

Although most teachers are satisfied with their school administration, in its effort to promote the teaching of the Greek language at their schools, they identified certain areas of deficiencies: inadequate quantity of library books and videos related to Greek language and culture, insufficient employment of ethnic aides, unnecessary and avoidable blocking of Modern Greek with popular electives.

A relatively small number of teachers (eight percent) expressed the view that the promotion of language teaching ought to be a whole school approach rather than the effort of the teachers involved. It was found that 75 percent of the teachers who responded to the Modern Greek Project questionnaire claimed that the level of encouragement that students receive from the general school environment to pursue Modern Greek studies was moderate, 15 percent rated the level as high while 10 percent argued that receiving encouragement was non-existent to low.

Depending mainly on the year level, the overall linguistic proficiency and competence of the students and the personal characteristics of the teacher (birthplace and place where qualifications were obtained), 66 percent of the teachers employ as their medium of teaching mainly or only Modern Greek, 25 percent employ equally English and Modern Greek, while 9 percent use English only. English only was used in classes mainly by Australian-born teachers who teach Modern Greek to beginners.

Almost all Modern Greek teachers normally use Modern Greek also in a great number of subject segments culturally and historically related to Modern Greek. These segments extend from Greek history, literature, dancing and music, to geography, mythology, drama and culture. Greek-born teachers are more keen to offer segments related to language and religion, while their Australian-born colleagues are more interested in offering Greek cultural segments. Geography and history are the most popular segments offered, followed by literature, dancing and music.

Most teachers employ communicative and situational teaching methods depending on the level of their students and the origin of the teacher. For example, Greek-born and Greek-educated teachers tend to utilise more grammar-based methods and to resort to communicative and activities-based strategies with their beginner groups.

Overall the most popular source of teaching material remains the one produced by the teachers themselves (40 percent), followed by the Australian-developed material (35 percent) and the imported resources from Greece (25 percent). The teaching material prepared in Greece is mostly used with advanced students at senior levels.

The Modern Greek Project team found that more local teaching material is needed for the linguistic and cultural needs of students. Audio-visual material must be co-ordinated as well as units of work for Years 7-10. Existing resources for beginners are inappropriate and teachers are compelled to consume enormous personal time and effort to produce their own material, often unsuitable, in an unproductive manner.

It was also found that there is no uniform approach in assessing secondary students in Victoria. Most teachers adopt a wide range of assessment strategies, including description, assignments, tests, oral presentations and examinations. Class participation and presence is also part of the overall assessment. Most teachers (60 percent) adopt a common assessment in the same class, although second-language learners are given different activities.

A substantial percentage of Victorian teachers of Modern Greek (over 30 percent) claimed that the existing demand for Modern Greek classes is not being met at their schools. The dissatisfaction of these teachers is stemmed from a wide range of reasons including (a) belief that the teaching periods are not sufficient for adequate language learning, (b) classes receive a mixed ability clientele making the language instruction process cumbersome and inaccessible, (c) clashes with other subjects that students are compelled to select, eg Modern Greek is competing with biology or legal studies, (d) in certain schools (Templestowe Secondary College) despite the high demand only one class is allowed to operate with a

maximum of 25 students. The excess clientele is diverted to other language classes.

Depending on the year level (most senior level students employ Modern Greek more often) and the linguistic proficiency of the teacher in Modern Greek, most background students when conversing with their teachers employ mostly and/or only Modern Greek (34 percent), mostly English (33 percent), and equally Modern Greek and English (33 percent). The teachers' perception of the linguistic mode of behaviour of their students when communicating among themselves at school is that they usually or exclusively employ English (65 percent), the Modern Greek ethnolect (25 percent) and 10 percent mostly Modern Greek.

Type of School	Number	Greek-descent	Non-Greek	Female (%)
State Primary*	4265	1279	2986	51
State Secondary	4012	2460	1552	67
Distance Education	123	102	21	72
Vict School Langu.	1117	632	485	61
Greek Orthodox Ind	1877	1680	197	53
Independent Schools	344	212	132	54
Catholic	95	21	74	53
Ethnic Schools	12779	11856	923	57
Private Colleges	348	115	233	51
Private Tuition	580	403	177	59
TAFE Award-courses	60	18	42	65
TAFE community	230	35	195	67
Tertiary	745	663	82	68
Tertiary non-award	118	38	80	57
TOTAL	26.693	19.514	7179	-

Table 46

Indicating number and ethnic background of students attending Modern Greek classes in Victoria (1992)

**The full list of government primary and secondary schools offering Modern Greek in Victoria (1992) is as follows: primary: Albert Park, Auburn, Brunswick North, Brunswick, Clayton West, Clarinda, Clifton Hill, Coburg, Coburg West, Hampton, Hughesdale, Lalor North, Merri, Moreland, Northcote, Oakleigh East, Preston South, Richmond Community, Richmond, Sunshine Heights, Thomastown West, Victoria Park, Wales Street, Westgarth, Windsor, Yarraville West, Arthurs Creek, Athlone, Campbellfield Heights, Collingwood, Gormandale East, Hallora, Lardner, Loch, Port Melbourne, St Albans Heights, St Albans South, Warragul. Secondary: Ardeer, Balwyn, Brunswick East, Brunswick, Caulfield, Huntingdale, Coburg, Coburg North, Collingwood, Darebin, Doveton, East Doncaster, Endeavour Hills, Epping, Fawkner, Footscray Girls, Footscray, Forrest Hill, Hadfield, Hobson's Bay, Clayton, John Gardiner, Keilor Heights, Keon Park, Kew, Lakeside, Lalor, Lyndale, Mount Waverley, Murrumbeena, Newlands, Noble, Northcote, Pascoe Vale Girls, Prahran, Preston East, Preston Girls, Resevoir, Richmond, Springvale, Strathmore, Sunshine West, Sydney Road Community, Templestowe, Thomastown, Thornbury, Westall, and Wheelers Hill.*

4.6.7 Modern Greek Teaching in Tasmania

The Centre for Hellenic Cultural Studies administered and run by the Hellenic Community of Hobart and a group of parents who maintain the only part-time community school in Launceston are the only authorities responsible for the part-time teaching of Modern Greek. The Centre was established in 1981 with the active support of the Government of Tasmania following a successful submission of the Centre's Founding Steering Committee which was established by members of the local Greek community. The Tasmanian Government undertook the responsibility to cover the administrative costs of the Centre, funding the co-ordinator's remuneration and partially the operating costs. The Greek Government also took an active part in the Modern Greek teaching program in Tasmania with the appointment of a full-time primary teacher who is currently the co-ordinator of the Modern Greek language maintenance program.

Since then, classes are being offered to 141 students, mainly of GSB (90 percent), administered by three part-time teachers and the Modern Greek co-ordinator. Students are taught for 180 minutes per week. All teachers involved in the program, are fluent speakers of Modern Greek, without specific language training experience, Greek-born, who obtained their university qualifications in Australia. In agreement with the perception of Modern Greek teachers in capital cities with a low concentration of Greek-Australian settlers, the Tasmanian teachers stated that the inadequacy of resources and teaching material was not the major problem' "what we need is the successful management of resources which requires creative administration to facilitate sharing of existing resources with interstate schools and the generation of ideas which is the most important of all resources".

In Hobart, Modern Greek classes are offered from Preps to Year 12. In addition there is only one Modern Greek group involving ten adults. Until 1990, Year 12 students were examined by the Victorian education authority for their university entrance examination, however, with the implemented changes in the Victorian system, the Tasmanian Modern Greek candidates were directed to the NSW university entrance system. Over the years the small Greek community of Hobart managed to retain its student numbers without any decline.

Place	1988	1989	1990	1991	1992
Hobart	117	134	127	134	141
Launceston	18	21	20	23	24
Total	135	155	147	157	165

Table 47

The number of Modern Greek students in Tasmania
Source: Data collecting by the Modern Greek Project Team

4.6.8 Modern Greek Teaching in New South Wales

The process of developing and implementing language policies in NSW maintained a slow and cumbersome pace despite massive post-war immigration. The overall population composition did not favour the relatively small number of non-English speakers creating an environment less conducive to the promotion of LOTEs. In 1992 the NSW government was committed in creating curriculum patterns so that its schools would implement the 100 hours of one language in one

year (or 12 month period) by 1993, while its goal remains "for every student to have access to two years of language study in the junior secondary and for a substantially greater number of students than at present to pursue in-depth, specialist study of priority languages throughout their whole secondary schooling". Modern Greek has been selected on a balance of social, strategic, cultural and economic needs to be one of the 12 priority languages in NSW government schools[57].

Modern Greek attained its rank as the second most widely used language, after Italian, in NSW with 96,652 people regularly using it at home (1986 ABS Census). At the intra-group level, the establishment of the Greek Orthodox Archdiocese headquarters (1924), the appointment of the first Greek career diplomat (1926) and the retention in Sydney alone of a Trade and Tourism attaché, created the perspective for the maintenance of Modern Greek. A total of thirteen providers of education are offering classes in Modern Greek to 15,281 students of whom approximately 30 percent were of NGSB (Table 48).

Type of School	Number	Greek-descent	Non-Greek	Female (%)
State Primary*	3581	1234	2347	53
State Secondary	2850	1800	1050	65
Saturday School	965	780	185	67
Greek Orthodox Ind	1004	960	44	52
Independent Schools	32	21	11	53
Catholic	38	21	17	53
Ethnic Schools	5299	5041	258	51
Private Colleges	248	35	213	59
Private Tuition	326	203	123	59
TAFE Award-courses	60	18	42	65
TAFE community	200	35	165	67
Tertiary	576	462	114	69
Tertiary non-award	102	35	67	58
TOTAL	15281	10645	4636	-

Table 48

The number and ethnic background of students attending Modern Greek classes in NSW (1992)

**The full list of government primary and secondary schools offering Modern Greek in NSW (1992) is : Primary: Belmore North, Belmore South, Campsie, Canterbury, Clemton Park, Drummoyne, Dulwich, Eastleakes, Gardener's Road, Kensington, Maroubra Junction, Marrickville, Marrickville West, Stanmore, Tempe, Wilkins and Bankstown; Secondary: Belmore, Beverly Hills, Burwood, Canterbury Boys, Canterbury Girls, Dulwich Hill, Endeavour, Hurstville, James Cook, J.J. Cahill Memorial, Kingsgrove, Kingsgrove North, Leichhardt, Maroubra, Marrickville, Moorefield Girls, Narwee, Newtown, Randwick Girls, Randwick Boys, Strathfield Girls, Sydney Boys, Tempe, The Open High School, Wiley Park Girls High, Sir Joseph Banks High*

Modern Greek courses are offered only at two of the 10 educational regions of NSW, the Metropolitan East and Bankstown, at 18 primary and 32 post-primary schools. The most severe problems that primary schools are faced with are:

57 The other LOTEs are: Arabic, Chinese (Mandarin), French, German, Indonesian, Italian, Japanese, Korean, Russian, Spanish and Vietnamese.

a the continuous internal immigration of the Australian Greek settlers resulting in the reduction of the actual number of students in schools operating within the old traditional inner suburban areas,

b the lack of continuity of Modern Greek programs from primary to post-primary and/or adequate coordination between secondary schools and the feeder primary schools,

c the hostile attitude displayed by some teachers in primary schools who consider the teaching of LOTEs as a destruction to the "normal" curriculum. In fewer cases the Principals are also not supportive. However, most interviewed co-ordinators claimed that the negative attitudes against Modern Greek language programs is declining.

Another important issue directly relevant to the limited number of primary schools offering Modern Greek language programs is the continuing suspicion displayed by the community part-time school authorities towards the government-control teaching of Modern Greek. This problem could only be identified in NSW and has interrupted the introduction of Modern Greek at certain schools, for example at Mortale Public School in the St George area. This suspicion developed into rivalry amongst teachers and co-ordinators between the two providers, leading to the establishment and operation of two separate Teachers' Associations and a proliferated underprovision of resources.

According to interviewed co-ordinators Modern Greek teaching in government schools was seriously affected by the dissolution of the Multicultural Education Centre in 1989, inhibiting any real communication between schools and eliminating the opportunity to exchange resources and teaching material.

The percentage of NGSB students attending courses in Modern Greek has increased since 1989 and in some primary schools (Belmore North) it is over 40 percent with a high retention rate, mainly among the GSB students. As was expected, the number of NGSB students is reduced substantially as they proceed to the senior levels of the secondary education.

Secondary students lately understand that language learning is a career choice. Available data attest that, on the average, almost 58 percent of students of Greek descent undertake the subject of Modern Greek for reasons relevant to career opportunities, intellectual satisfaction and cultural identity.

Contrary to the prevailing pattern of teacher's birthplace in other States and Territories, most teachers in the NSW schools are Australian-born (80 percent). All teachers have a three-year sequence of study in Modern Greek and are formally language trained. It was also found that secondary schools in NSW offer the highest number of Modern Greek periods per week, averaging five, or 210 minutes per week compared with three in Victoria and SA.

Depending on the student composition of each school and on its locality, the percentage of students speaking Modern Greek at home varies significantly. Junior level classes comprise a higher percentage of NGSB students averaging 45 percent, while senior forms are almost exclusively comprised of background students. Yet, only 30 percent of the schools conduct separate Modern Greek classes for NGSB students when language is taught in composite classrooms. A significant number of schools (12 percent) introduce alternately Modern Greek

together with another three languages, on a mandatory basis, only for one term, asking students then to select one of the four as their elective.

Approximately 38 percent of Modern Greek teachers employed in government schools argued that their school administration was not supportive, leading the courses to "deliberate phasing out in order to be replaced with other more trendy trade languages". Most Modern Greek teachers (78 percent) employ as their medium of teaching "equally Modern Greek and English" and/or "mainly Modern Greek". The most popular teaching method employed (80 percent) is the communicative and the teaching material is developed locally by various sources or by the teacher him/herself (82 percent).

Most teachers (90 percent) complained that there was no adequate material available which relates to the Australian Greek experiences. There is no uniform approach to the methods of assessment in the NSW schools, with the exception of the HSC level where the guidelines set by the Board of Senior Studies are implemented. Although all teachers apply continuous assessment, the techniques vary from school to school but are in agreement with the methods adopted in other States.

Approximately 30 percent of students who are enrolled in Modern Greek classes at the NSW primary schools are NGSB students. Modern Greek teaching is restricted to an average of two periods per week. Only a small minority of primary schools (18 percent) offer separate Modern Greek classes to NGSB students. The vast majority of teachers (85 percent) believe that they receive a low to moderate level of encouragement from their school environment to promote Modern Greek. It was also found that almost all teachers employ Modern Greek as their main medium of teaching not only of linguistically related subjects but also of Greek history, Greek dancing and music, geography and aspects of the Greek cultural life. Contrary to the practices of the primary school teachers in other States, NSW teachers in their majority (68 percent) use mainly material from Greece.

It was also found that approximately 50 percent of the practicing teachers are of the opinion that the demand for Modern Greek classes is not being met at their schools as well as in their district. Their opinion is based on their perception that the school has not done enough to secure adequate resource and teaching material.

GSB students employ mainly Modern Greek or equally Modern Greek and English when they are conversing with their teachers in class, but when they are conversing among themselves they employ mostly English and/or a mixture of Modern Greek and English.

4.7.0 Greek Government Policies on Modern Greek

In 1977 the Greek Government appointed three educational advisers in Melbourne, Sydney and Canberra to support the teaching of Greek language and culture. This token presence has grown since then to reach the appointment of over sixty teachers at primary and post-primary level. The importance of the study of Modern Greek in Australia was determined by the Greek Government following the new concept of language maintenance outlined by the then Minister for Education, George Rallis. The Greek Government's support of language maintenance efforts of the local Greek community is further illustrated by the provision of over 125,000 volumes of books, on an annual basis, comprised of readers from Preps to Year 12, grammar books, volumes on history, geography and religious instructions, maps, posters, costing the Greek Government approximately $175,000 annually. In addition, according to the Greek Ministry of Education the Greek Government is spending over $3,000,000 in salaries and travelling expenses in order to maintain its current educational infrastructure in Australia.

There are 14 primary and 11 secondary teachers appointed in Victoria and Tasmania, 12 and nine in Sydney, 11 and three in Adelaide, three in Perth and two in Canberra and Brisbane, in addition to the three educational advisers who are appointed in Melbourne, Sydney and Adelaide. Excluding other costs involved for their appointment, each teacher costs the Greek Government $40,000 annually.

These teachers together with the Modern Greek teachers with overseas qualifications, facing strict but arbitrary union guidelines and registration barriers could not obtain recognition of their teacher qualifications. Most of them are employed as teachers at the schools organised by the Greek communities, some are used as teacher aides and/or teachers by the daily Greek Orthodox Colleges, a few are appointed at tertiary colleges, while some undertook the responsibility to prepare resource material and grammatical drills for students of Modern Greek, to establish support programs and to review curricula. There are early and positive signs that despite the initial approach of contempt and suspicion with which they had been received by students and Australian teachers of Modern Greek, a wider sense of tolerance has prevailed. The past dissatisfaction stemmed from the fact that the Greek Government appointees, competent and proficient though they may have been in Modern Greek, were not familiar with the Australian educational tradition and ethos. Furthermore, they were ignorant of the psychology of the Australian-Greek children and alienated with the Australian Anglo-centric society. However, these barriers could be removed with the application of a vocational program for these teachers. For example, the introduction of specialist courses, designed to provide Australian socio-cultural and pedagogical knowledge, or school visits by the newly arrived teachers to peruse and experience the new Australian educational system prior to their engagement in teaching, will constitute positive initiatives towards the rationalisation of these barriers.

The Greek Government teachers in Australia make a substantial contribution not only to the teaching of Modern Greek but also with their participation in the intra-community life. The reliance on imported teachers of Modern Greek to cater for the demands, created positive perceptions amongst the members of the Greek community. The provision of linguistically imported competent teachers served

yet another important aspect of community life; the existing underprovision and lack of support for the ethnic schools by the State Governments, with the exception perhaps of SA, generated substantial debt in operational costs, forcing many Greek communities and organisations with no financial resources to discontinue mother tongue programs. The careful distribution of Greek Government teachers through the Offices of the Educational Advisers attached to the Greek Consulates of the Australian State capitals to communities and needy schools saved them thousands of dollars and considerably encouraged the teaching of Modern Greek.

5.0 Modern Greek in the World Context

5.1 Status and Estimated Number of Speakers

Modern Greek is the official language of the Republic of Greece, the major official language of the Republic of Cyprus and one of the nine official languages of the European Community. It has also received varying degrees of official recognition in countries across the globe where substantial Greek-speaking communities have been established. In Italy, for example, the local variant of Greek is earmarked as a minority language for protection under the 1988 draft charter of the Conference of Local and Regional Authorities of Europe (Albanese, 1990). In Australia, where Greeks form the second largest ethnic minority, Standard Modern Greek enjoys the status of a Language of Wider Learning in the National Policy on Language and is a priority language in education in several States.

The number of native Greek-speakers worldwide is estimated at between 11.5 million (Grimes 1988:374) and 12 or 13 million (Mackridge 1985; Joseph and Philippaki-Warburton 1986). Grimes (1988) cites the following figures, drawing from chronologically disparate sources, woefully underestimating the Australian figure (=320,000 ABS 1991) and omitting the significant enclaves in Germany, the UK, South Africa, Brazil, inter al.:

> "9,859,850 in Greece, 98.5 percent of the population (1986)
> 500,000 in Cyprus
> 20,000 in Italy
> 75,000 in Albania
> 5,000 to 8,000 in Turkey
> 106,677 in Australia
> 60,000 in Egypt
> 458,699 in USA (1970 Census)
> 104,455 in Canada (1971 Census)
> 344,000 in USSR (1979 Census)
> 11,534,000 total. Also in Corsica (France), Romania, Bulgaria."

Greek is rated a major world language by linguists (Comrie 1990; Joseph 1990). This level of prestige and significance may appear disproportionate to the number of current native-speakers of the language. However, it derives in part from the fact that Modern Greek is the sole descendant of the Hellenic branch of the Indo-European family whose written history dates from the 14th century BC (Linear B syllabary script) and whose grand literary tradition commences in the 8th century BC with the Homeric epics. The basic form of the language has been remarkably stable over the four millennia of its tradition (Joseph 1990; Moleas 1989), in the course of which it has repeatedly served as an international language, notably among the diverse peoples of Alexander's empire, then in the extensive dominions of the Byzantine empire and even under the Ottoman Empire, where its prestige among Christian subjects derived from being the original language of most of the New Testament and an extensively used administrative language.

Greek is arguably still an international language by virtue of its extensive penetration of modern western languages, particularly in their abstract,

technological and scientific registers, and there is an organisation in Greece[58], with branches in the diaspora, seeking to harness this lectical 'Trojan horse' as a means of promoting Greek as a *lingua franca* of the 21st century. Irrespective of the success of this ambitious venture, the fact that Greek tradition, preserved at Byzantium and transmitted to the West during the Renaissance, has supplied modern European culture with fundamental concepts and the relevant terminology, has an abiding effect on perceptions of the importance of Modern Greek, as the following section demonstrates.

5.2 The Global Role of Modern Greek in Cultural, Scientific and Technical Fields

Speakers of the modern form of the Greek language all over the world are acutely conscious of their responsibilities for custodianship of such an ancient and distinguished linguistic and cultural tradition, and have used their intellectual, financial and political resources to secure its continuance.

Non-Greek commentators frequently remark on the extraordinary preoccupation of Greeks with matters of language (Browning, 1982:67, Mackridge 1986, 1988, 1990, 1992; Landsman 1989). Such is the sensitivity of metropolitan Greeks to the fate of their language that at the beginning of this century lives were lost and a government toppled in language-related riots; that amidst the privations of the German occupation of Greece, the University of Athens found time to discipline a Professor who breached linguistic conventions; and that as late as 1981 linguistic issues formed an explicit part of the political platform of parties contesting the general elections, with Papandreou's socialist party pledging to reform the system of accentuation. Metropolitan Greek newspapers regularly devote prominent columns to linguistic issues, as does Greek national television during prime viewing time. Debate has occasionally spilled over into the international media, including the front page of the *New York Times* (19 April 1987).

The basis of this obsession with the Greek language transcends mere questions of style and aesthetics. Ultimately it bears on issues of national identification and cultural continuity, since the continuous tradition of the Greek language is a cornerstone of modern Greek national ideology. Small wonder, then, that outside the linguistically almost homogeneous Republic of Greece, the linguistically vulnerable Greek-speaking communities are equally, if not more, solicitous of the welfare of the Greek language. Thus in the Republic of Cyprus, loyalty to the Greek language is an index of political position and indifference to its fate is denounced as treason and oppression (Pavlou 1990). In diaspora communities, maintenance of the Greek language and Orthodox faith are jointly central to the mission of Greek orthodox communities.

Hence the vehemence of the reaction to any official measures deemed inimical to the survival of the Greek language, as witnessed in the hunger-strike staged in Melbourne city square by students protesting at Monash University's proposal to impose quotas on complementary courses in Modern Greek in 1979 and in the denunciation of the reduction of broadcasts in Greek on Radio 2EA and 3EA as attempted cultural genocide. A leaflet distributed at the demonstration on 27 June 1992 claimed:

58 Reference is made here to the Society for the Internationalization of the Greek language, formed in 1984.

> "... Greek Australians, our language and culture are at stake. Only if we will be gathered and denounce dynamically the degradation and the humiliation which is attempted against the Greek Australians by the administration of 3EA, only then the Government and SBS will take note of us..."

Serious interest in, and use of, Modern Greek is not just confined to Greece, Cyprus and expatriate enclaves across the globe. It is partly sustained by the attraction and challenge of a tradition of culture and particularly literature, whose tradition extends unbroken from Homer to modern writers of the calibre of Cavafy, Kazantzakis, Ritsos and the Nobel laureates Seferis and Elytis. The extent of the global appeal of Modern Greek language and culture is reflected in the provisions made for their serious study in institutions of higher learning. The Greek Ministry of Education (1991) lists some 180 centres of Modern Greek studies in 26 countries ranging from Australia to the UK, the USA to Russia, and Sweden to South Africa. Some of these centres have distinguished histories spanning several decades (eg the Koraes chair at King's College, London dates from 1918) and have produced outstanding neo-Hellenists. They are also foci of learned societies and publish scholarly journals devoted to the study of Modern Greek language and culture of international readership such as *Mandatoforos, The Journal of Modern Greek Studies, Byzantine and Modern Greek Studies, The Journal of Modern Hellenism.* The Modern Greek Studies Association of Australia and New Zealand and its impending *Journal* are recent additions to an extensive international network. In the 1990s, non-Greek scholars in the area of sociolinguistics and linguistics devote an increasing number of publications and editions on the Greek language and its dialects, for example, the publication of *Les Pluralinquistiques* of the Sorbonne University, in 1992, dealt with the Greek language in Greece and in diaspora.

A significant recent development in this field is the emphasis on Greece in its European Community context, which is expected to attract the interest of more students of political and social sciences to Modern Greek studies. Courses in Contemporary European studies with substantial Greek component have been devised by King's, London in conjunction with LSE and at the University of Melbourne, among other institutions.

European Community programmes for exchange of staff and students between institutions (notable ERASMUS and LINGUA - see Albanese 1990:48) greatly enhance the attractiveness and efficacy of Modern Greek studies within Europe. In contrast the Australian-Greek Travel Awards are not available to undergraduates and staff eligible to apply for study leave.

Beyond the field of Modern Greek studies, there naturally exists a wide variety of learned societies and centres of scholarship and research in Greece and Cyprus making use of Modern Greek in their internal operations. The recent resolution that the new University of Cyprus, which opens in autumn 1992, is to have Greek and (nominally) Turkish, not English, as its official languages, is expected to increase the amount of scientific discourse in Modern Greek. Modern Greek is a lingua franca of international scholarship only in fields related to Hellenic language and culture through the ages, including archaeology and anthropology, and non-Greek scholars regularly read, and contribute to, Greek and Cypriot journals in Modern Greek.

EC requirements that administrative regulations, technical specifications, tenders, etc. be promulgated in official EC languages has also boosted the volume of technical use of Modern Greek where the product or service is not of Greek origin.

5.3 The Politico-Economic Role of Modern Greek

The contemporary political and commercial significance of Greece is enhanced by its geographic and political status as the easternmost member of the EC, an oasis of stability in the beleaguered Balkans and a bridge to the Middle East. The implications of this for the Greek language are easier to postulate than to quantify or to document; the logical concomitants would be heightened international awareness leading to serious interest. One measure of the perceived significance and needs of the language group in question might be the fact that the BBC World Service broadcasts 10.5 hours per week in Greek from London, the same number of hours as in French for Europe. Another measure of the need to address Greeks in Greek is the estimate that the proportion of the population of Greece competent in English is 28 percent, one of the lowest rates in the EC, and well below the EC average of 45 percent (Anon. 1991). In view of this and the imminent free movement of settlers, professionals and entrepreneurs between EC countries, the need for Greek-language skills of a high order is expected to increase substantially and Athens University has already developed proposals for coping with some of the local demand for learning and its certification (Babiniotis 1991). A national institute of Greek language has also been established in Athens in response to increased demand for support and guidance in teaching Modern Greek outside Greece. In 1992, following a proposal developed by the Athens University, the Greek Language Council was established. This is a Centre for the protection and promotion of the Greek language in diaspora, with language conveners in Europe, Africa, Asia and the new countries, including Canada, the USA, New Zealand and Australia.

The anticipated accession of Cyprus to full membership of the EC in the next-but-one round of expansion may be expected to enhance the status and role of Modern Greek further, given the Republic's key role in the commerce of the Eastern Mediterranean and its burgeoning economy.

Australia's interest in enhanced trade and investment arrangements with the EC has been forcefully asserted by the Minister for Foreign Affairs and Trade (The Monthly Record Sept. 1991: 546 ff.). The potential significance of Greece in realisation of the Minister's scheme for better links with Europe and the role of the Greek language in establishing and maintaining them would appear obvious, particularly if the good offices of the Greek-Australian community and Chamber of Trade are involved. Indeed, initiatives to secure cooperation in investment strategies between Greek-Australians and metropolitan Greeks have already been taken by Ericsson, among other multinational companies.

For the present, direct trade between Greece and Australia stands as shown in Table 49, the marked decline in imports being due to termination of demand for Greek petroleum products and in exports due to a 75 percent reduction in Greek demand for Australian wool.

	1988-1989	1989-1990	1990-1991	1991-1992
Imports from Greece	62.48 m	59.95 m	35.24 m	40.12 m
Exports to Greece	52.56 m	36.53 m	25.25 m	30.42 m

Table 49

Imports and exports between Greece and Australia in $A

Source: The Australian Bureau of Statistics; The Greek commercial attaché, A. Kourousis' report, Greek Government Commercial Office, Sydney, 1 July 1991

The role of the Greek shipping in transporting Australian products around the globe also deserves mention here.

Levels of trade with the Republic of Cyprus can be gauged from the following figures:

	1990	(Jan.-Sept.1991)
Imports from Cyprus	$970,000	$880,000
Exports to Cyprus	$570,000	$4,300,000

Table 50

Imports and Exports between Cyprus and Australia

Source: Cyprus High Commission, London

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Appendix B Persons Interviewed

Interviews conducted in length and information collected in addition to data obtained via interviews involving practicing teachers from all providers, in all States and Territories. The following persons were interviewed or their services were requested:

In Adelaide:
Dr Michael Tsanikas, Lecturer in Greek Studies, Flinders University, SA
Dr Paul Tuffin, Senior Lecturer, University of Adelaide
Effie Dimopoulou, Greek Education Consul, Greek Consulate General
John Kiosoglou, Chairman, Ethnic Schools Board
Panagiotis Photakis, President, Modern Greek Teachers Association
Costas Fotiadis, Superintendent Multiculturalism in Education, Ministry of Education, SA
Eleni Glarou, Languages and Multicultural Centre
Vangelis Bogias, Secretary, Greek Orthodox Community of SA Incorporated
Dinos Grus, Chief Examiner, SSABSA
Magdaline Jenckins, Senior Education Officer of SSABSA
Panagiotis Haltis, Language and Multiculutal of the SSABSA
Andreas Botsaris, practising teacher
Maria Evangelinidou, practising teacher
Angeliki Krashos, Adelaide Area Education Office
Panagiota Parhas
Dionysios Kountoureas, Consul General of Greece
Alexis Diamantis, Senior Lecturer, Adelaide [illegible]y
Nicholas Ganzis, Senior Lecturer, Adelai[illegible]sity
Tina Photakis, Teacher

In Perth:
Ioannis Raptakis, Consul of Greece in WA
Emmanuel Petrelis, Chairman, St Andrew's Greek Orthodox College
B Visser, Superintendent, Secondary Education Authority of the Ministry of Education
Collin Marsh, Director of the Secondary Education Authority, Ministry of Education
Pam Moss, LOTE Advisor, Perth
Angela Yiannakis, Modern Greek Syllabus Committee Member
Suzana Dimitrakos, Modern Greek Syllabus Committee Member
Vasso Kalamaras, Practising Lecturer in Modern Greek, TAFE Perth Campus (C.M.C.)
Aemilia Thodiasis, Practising teacher
Kostas Dimitriadis, Ethnic School teacher
Savvas Papasavvas, Modern Greek Language co-ordinator
Geoffrey Davis, Senior Master Languages, Mount Lawley Senior High School
President, Chinese Language, Teachers' Association of WA
Joe Visi, Head, Languages Department, Mt Lawley High School
Tony Statrus, Head of General Studies, Central Metropolitan College of TAFE
Collin Marsh, Director of the Secondary Education Authority
Roy Browning, Principal, St Andrews Greek Orthodox College
Arthur Limnios, President, Hellenic Community of WA
John Kalafatas, President, Greek Orthodox Community of WA

Harry Xydas, Vice-President, Greek Professional Association

In Darwin:
Prof. Alan Powel, Dean of the Faculty of Arts, Northern Territory University
Dr Pam Soroscynski, Head, General Studies, Northern Territory University
Antonios Miaoudis, President, School Council, Greek Community of NT
Fr Panagiotis Vasiliadis, Chaplain, Greek Orthodox Church
Ero Malbye, Lecturer, Northern Territory University, Modern Greek co-ordinator
Michael Patmios, practising Modern Greek teacher, Darwin High School
Antonios Papapavlou, practising Modern Greek Teacher, Casuarina High School
Anastasia Kapetas, practising Modern Greek teacher
A. Petridis, President of the Cypriot Community
E. Taylor, LOTE Advisor

In Brisbane:
Peter White, Database of LOTEs, University of Queensland
Alan Langdom, Education House, LOTE Centre
Chris Kazonis, Greek Orthodox Community of Brisbane
Terry Karadonis, Greek Club
Barbara Baker, Centre of Language Training and Research
George Orphanos, practising Modern Greek teacher, Brisbane State High School
Alexandra Aloizou, practising Modern Greek teacher, Brisbane State High School
Fr A. Papoutsakis, Chaplain, Greek Orthodox Community of Agia Paraskevi
Fr. Gregorios Sakellariou, Chaplain, Greek Orthodox Community of St George
Michael Christoforou, Principal, St George Ethnic School
Helen Zografou, Secretary, Teacher's Board, Greek Orthodox Community
Voula Castan, Lecturer, University of Queensland

In Sydney:
Maria Hamer, Principal, St Spyridon Greek Orthodox School
Miltiadis Yiangos, Principal, Agia Euthemia Greek orthodox School
Judy Henderson, Language Curriculum Consultant, Department of School Education
Bruce Bollan, Principal, Open High School, NSW
Chrysoula Arkoudis, LOTE Advisor, NSW
Ioanna Tzatzou, practising Modern Greek teacher
Linda Pinakis, practising Modern Greek teacher
Helen Joseph, practising Modern Greek Teacher
Dr M Vincent, Head, Department of Greek Studies
George Paras, President, Ethnic Teachers' Association
Vasilios Georgiou, Lecturer, Macquarie University
Nicholas Karahlis, Modern Greek Co-ordinator Greek Community of NSW

In Melbourne:
Connie Andreana, Statewide Planning to implement Ministerial LOTE Policy
Dina Guest, Statewide Planning to implement Ministerial LOTE policy, Chair
Barbara Athanasiou, LOTE Advisor
Dionysios Koutsouvelis, LOTE Advisor
Dionysios Tanis, Modern Greek Education Advisor to the Victorian Government
Evangelos Ioannidis, Education Advisor, Greek Consulate General
Kypros Kyprianou, Secretary, Ethnic Schools Secretariate, Department of School Education
Nickos Zarkadas, President, Modern Greek Action Group

Chris Tsiatis, Chairman, Panel of Examiners of the Modern Greek VCE program
Panagiotis Liveriadis, Director General, St John's College
Kyriakos Amanatidis, Director of Greek Studies, St Anargyroi College
Maria Dikeou, Vice-Principal, Alphington Grammar
Nicholas Kotsiras, Principal, St Basile's Grammar
Panagiotis Gogidis, Director, Greek Studies, Evangelistria College
Stephan Romiw, President, Ethnic School Association of Victoria
Anastasios Douvartzidis, Convenor, Ethnic School Association of Victoria
Dimitris Dollis, MP, Member for Richmond
George Seitcz, MP, Member for Keilor
Alex Andrianopoulos, MP, Member for Mill Park
Theo Theophanous, MLA, Minister for Consumer Affairs, Victoria
B.Brouwers, LOTE advisor, Central Highlands Wimmera Region
Costas Gonopoulos, St John's College

In Canberra:
Vasilios Zafeiropoulos, Ambassador of Greece in Australia
Dimitrios Tsolakis, Secretary Hellenic Club, Woden
Malcolm Watkins, Senior Lecturer, Canberra TAFE
Constantina Bezos, Teacher, Greek Orthodox Community
Xeni Ellis, Teacher, Greek Orthodox Community
Liana Xyrakis, Teacher, Greek Orthodox Community
Eleni Keranas, Anslie Primary School, ACT
Tasoula Leister, Teacher, Community School
Matina Macris, Teacher, Community School
Helen Flamboulidou, Teacher, Community School
Eutyhia Papademetriou, Educational Advisor of the Greek Government
Arthur Synodinos, Secretary, Greek Orthodox Community of ACT
Giannis Praxoulis, President, Greek Orthodox Community
Jenny Tsiotsis, Co-ordinator, Pre-School Centre, ACT

In Hobart:
Alexis Pittas, Hon. Consul of Greece in Tasmania
S. Tsiniarakis, Modern Greek co-ordinator of the Centre for Hellenic Cultural Studies

Appendix C Attitudinal Survey

THE NATIONAL LANGUAGES & LITERACY INSTITUTE OF AUSTRALIA

KEY LANGUAGES PROJECT

LANGUAGE STUDY QUESTIONNAIRE

For information contact Athol Yates, National Language and Literacy Institute of Australia. 112 Wellington Parade, East Melbourne Vic 3002
Tel: (03) 416 2422 Fax (03) 416 0231

Name of School _____
State:
Type of school: [ ] State
[ ] Catholic
[ ] Independent

Part A: Student Profile

1. Sex [ ] Male [ ] Female

2. If you were not born in Australia, at what age did you come to Australia? _____

From which country did you come? _____

3. What level of education did your parents reach? *(Tick only one box for each parent)*

	Father	Mother
Primary	[ ]	[ ]
Post primary	[ ]	[ ]
Year 12	[ ]	[ ]
Undergraduate degree	[ ]	[ ]
Post graduate degree	[ ]	[ ]
Other	[ ]	[ ]

Please specify
Mother: _____
Father: _____

Part B: Language background

4. Which language other than English is used at home? *(Tick only one box)*

[ ] French [ ] Spanish
[ ] German [ ] Italian
[ ] Indonesian [ ] An Italian dialect
[ ] Malay [ ] Arabic
[ ] Mandarin Chinese [ ] Japanese
[ ] Cantonese [ ] Other language
[ ] Other Chinese dialect Please specify _____
Please specify _____ [ ] English only

5. Do you speak this language with: *(You can tick more than one box)*

❒ Mother ❒ Grandparents
❒ Father ❒ Other relatives
❒ Brothers and sisters ❒ People from your parents' country
❒ Other Please specify _____

BEST COPY AVAILABLE

6. What subjects are you studying at school this year?

_____
_____
_____

7. To which level do you intend to study? *(Tick only one box)*

[ ] Year 11
[ ] Year 12
[ ] TAFE
[ ] Tertiary institution

Part C: Language study at school

All of the following questions are about languages other than English, but do not refer to Latin.

8. Did you study a language at school (including Saturday School or Ethnic School) when you were in Year 10?

[ ] Yes [ ] No

(If you answered "No", this is the last question for you.)

9. Which language or languages did you study at Year 10?

Language 1: (Specify)_____

Language 2: (Specify)_____

(Questions 10 to 13 will be about the language you named as Language 1, questions 14 to 17 will be about the language you named as Language 2.)

10. If you discontinued Language 1 after Year 10, which of the following factors contributed to your decision?

[ ] I did not wish to continue. *(You can tick more than one box)*

This was because

- ❒ I do not like languages
- ❒ There were too many native speakers in the class
- ❒ The subject was too difficult
- ❒ My friends did not take this language
- ❒ I did not like the teacher
- ❒ Other reasons

Please specify_____
_____

[ ] I would have liked to continue, however ... *(You can tick more than one box)*

- ❒ The language was not available
- ❒ I considered other subjects more important for my overall study plan.
- ❒ There were time table clashes with other subjects
- ❒ Other reasons

Please specify_____
_____

11. If you are studying Language 1 this year, how important were the following factors for your decision to continue? Rate your answers on a scale from 1 = "not important" to 5 = "very important".

Ethnic origin and /or religion 1__2__3__4__5
not important very important

Contact with the ethnic community in Australia which speaks Language 1 1__2__3__4__5
not important very important

Other contact with the country where the language is spoken (past travel, friends, parents' work, etc.)
1__2__3__4__5
not important very important

I thought this would be an easy subject for me. 1__2__3__4__5
not important very important

I had good marks in the past. 1__2__3__4__5
not important very important

I like studying languages. 1__2__3__4__5
not important very important

I like studying about the culture and society of the country where the language is spoken.
1__2__3__4__5
not important very important

I particularly like the teacher. 1__2__3__4__5
not important very important

I do not have definite plans for the future but I feel the language would enhance my future career prospects.
1__2__3__4__5
not important very important

I have definite plans to work in an area of employment where the language is used. 1__2__3__4__5
not important very important

I want to travel or live in the country. 1__2__3__4__5
not important very important

I have been advised to continue by my family. 1__2__3__4__5
not important very important

I have been advised to continue by my teachers. 1__2__3__4__5
not important very important

One or more of my friends was taking the subject. 1__2__3__4__5
not important very important

Although I had no strong desire to continue, other subjects were even less attractive. 1__2__3__4__5
not important very important

Other factors
Please specify: _____

12. To which level do you intend to study Language 1? *(Tick only one box)*

[ ] Year 11
[ ] Year 12
[ ] TAFE
[ ] Tertiary institution

13. How do you rate your ability to use Language 1?

	Poor	Good	Very Good	Fluent
Speaking	[ ]	[ ]	[ ]	[ ]
Listening comprehension	[ ]	[ ]	[ ]	[ ]
Writing	[ ]	[ ]	[ ]	[ ]
Reading	[ ]	[ ]	[ ]	[ ]

If the language has a different script from English, how do you find using the writing system.

1__2__3__4__5
very easy very difficult

The following questions will be answered by students who studied two languages (not including Latin) in Year 10.

14. If you discontinued Language 2 after Year 10, which of the following factors contributed to your decision?

[ ] I did not wish to continue. *(You can tick more than one box)*

This was because

- ❒ I do not like languages
- ❒ There were too many native speakers in the class
- ❒ The subject was too difficult
- ❒ My friends did not take this language
- ❒ I did not like the teacher
- ❒ Other reasons

Please specify_____
_____

[ ] I would have liked to continue, however ... *(You can tick more than one box)*

- ❒ The language was not available
- ❒ I considered other subjects more important for my overall study plan.
- ❒ There were time table clashes with other subjects
- ❒ Other reasons

Please specify_____
_____

16. To which level do you intend to study Language 2? *(Tick only one box)*

[ ] Year 11
[ ] Year 12
[ ] TAFE
[ ] Tertiary institution

17. How do you rate your ability to use Language 2?

	Poor	Good	Good	Very Fluent
Speaking	[ ]	[ ]	[ ]	[ ]
Listening comprehension	[ ]	[ ]	[ ]	[ ]
Writing	[ ]	[ ]	[ ]	[ ]
Reading	[ ]	[ ]	[ ]	[ ]

If the language has a different script from English, how do you find using the writing system.

1__2__3__4__5
very easy very difficult

End of questionnaire **Thank you for your cooperation.**

15. If you are studying Language 2 this year, how important were the following factors for your decision to continue? Rate your answers on a scale from 1 = "not important" to 5 = "very important".

Ethnic origin and /or religion	1__2__3__4__5 not important very important
Contact with the ethnic community in Australia which speaks Language 2	1__2__3__4__5 not important very important
Other contact with the country where the language is spoken (past travel, friends, parents' work, etc.)	1__2__3__4__5 not important very important
I thought this would be an easy subject for me.	1__2__3__4__5 not important very important
I had good marks in the past.	1__2__3__4__5 not important very important
I like studying languages.	1__2__3__4__5 not important very important
I like studying about the culture and society of the country where the language is spoken.	1__2__3__4__5 not important very important
I particularly like the teacher.	1__2__3__4__5 not important very important
I do not have definite plans for the future but I feel the language would enhance my future career prospects.	1__2__3__4__5 not important very important
I have definite plans to work in an area of employment where the language is used.	1__2__3__4__5 not important very important
I want to travel or live in the country.	1__2__3__4__5 not important very important
I have been advised to continue by my family.	1__2__3__4__5 not important very important
I have been advised to continue by my teachers.	1__2__3__4__5 not important very important
One or more of my friends was taking the subject.	1__2__3__4__5 not important very important
Although I had no strong desire to continue, other subjects were even less attractive.	1__2__3__4__5 not important very important

Other factors
Please specify: _____

Volume 8: Modern Greek

The significance of Modern Greek for Australia derives principally from the established presence here of a large number of Greek-speaking residents (currently estimated at 320,000) and of many more thousands of Australians with ancestral, sentimental, professional, cultural and intellectual ties with Greece and Greeks.

Modern Greek is also becoming an important commercial language as it is one of the EEC's official languages and is widely spoken in the economically developing south-eastern flank of the Community and at the cross-roads of the Middle East.

The future of Modern Greek in Australia revolves around the established local community and extension of ties in trade, tourism and cultural exchange between Australia and Greece, Cyprus and other Greek-speaking communities around the world.

Modern Greek is widely represented, albeit to differing extents in most systems and levels of education across Australia. In pre-primary, primary and secondary levels, about 55,000 students are studying the language. Undergraduate enrolments in Modern Greek stood at 1,050 students in 1992.

It should be noted that the Greek-Australian community has been exceedingly generous in its support of Modern Greek studies at tertiary level, endowing one of the two existing chairs and financially priming the establishment of lectureships in Victoria, NSW and WA.

Profiles of 9 Languages of Wider Teaching

The Nine Languages

The nine languages featured in these profile studies were categorised as Languages of Wider Teaching. The nine languages are: Arabic, Modern Standard Chinese, French, German, Modern Greek, Indonesian/Malay, Italian, Japanese and Spanish.

These languages represent the vast bulk of the second language learning effort in Australian education. As such, these languages consume the greatest proportion of the resources devoted to the teaching of second languages in this country and will do so for several years to come. These nine were selected for reasons of domestic importance, such as community bilingualism and equal educational opportunities for minority language speakers, and international importance, such as economic and political significance.

Background

The nine languages were designated Languages of Wider Teaching by the 1987 National Policy on Languages. Resources were provided to promote the teaching of these languages and in early 1990, the Australian Advisory Council on Languages and Multicultural Education, which was charged with the responsibility for the implementation of the National Policy on Languages, decided to review their progress since 1987. These 9 languages have now been incorporated into the 14 Priority Languages of the Australian Language and Literacy Policy expanding the priority list to include Aboriginal languages, Korean, Russian, Thai and Vietnamese.

The Profiles

The 9 Profiles represent more than a review of the state of play of these languages. The studies promise to bring about a more precise and language-specific form of planning for the teaching and learning of languages in Australia and therefore could well represent a more mature phase in policy making itself. In recent years, language policies have made only generic statements about individual languages or groups of languages. Since there is now a high level of consensus across Australia about the importance of language study, these Profiles will shift the focus to particular issues that affect individual languages.

Who Will Use These Profiles?

These Profiles will be invaluable to all people involved in language and business. Specifically, users will include language policy makers and planners, teachers, lecturers, the media, business associations and researchers.

Uses

The Profiles will be used for planning school and higher education programs, curriculum writing, research, estimating needs in interpreting and translating, and estimating the needs of business to target overseas markets. They will be of continuing value as a stocktake of the 9 studied languages but also of value to the methodology of profiling. The NLLIA intends to study other languages in this same way.